

Worth Co. R-III School District



WORTH COUNTY R-III

Elementary Student Parent Handbook

Adopted by the Board of Education: June 17, 2026

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Mission C-110-S

The mission of the Worth County R-III School District is: In carrying out its responsibilities, the Board of Education is guided by the desire to use the resources of its community, its staff and its students to provide the highest quality education permitted by its financial resources. In reaching decisions the Board will attempt in every case to act in the best interests of its students.

School Board Members G-100-S

Patricia Warner, President

Brad Maudlin, Vice- President

Adam Downing, Member

Josh Fletchall, Member

Amanda Gilland, Treasurer

Jared Harding, Member

Michael Mullock, Member

Christy Scadden, Board Secretary

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.

School Building Information and Contact Information

510 East Avenue

Grant City, Missouri 64456

Phone: 660-564-2218

Fax: 660-564-2193

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

Superintendent Information

Name:	Chris Healy, Superintendent
Phone #:	660-564-3389
Email Address:	chealy@wc.k12.mo.us

Staff List

<p><i>ART</i> Mrs. Jessica Sanders</p>	<p><i>COUNSELOR</i> Mrs. Amanda Pottorff</p>	<p><i>CUSTODIAN</i> Mrs. Jeannie Fletcher Mr. Dakota Hess Mr. Brian Whiteker</p>
<p><i>LIBRARIAN</i> Mrs. Nanci Drury</p>	<p><i>MUSIC/BAND</i> Mr. Caleb Smith</p>	<p><i>PARA PROFESSIONALS</i> Mrs. Ashley Cadle Mrs. Brooke Claypool Ms. Jamie Degase Ms. Maddy Runde Mrs. Trish Ross Ms. Cheyenne Troutwine</p>
<p><i>PARENTS AS TEACHERS</i> Ms. Jamie Degase</p>	<p><i>P.E.</i> Mr. Cody Green</p>	<p><i>SCHOOL HEALTH AIDE</i> Mrs. Amanda Campbell</p>
<p><i>SPECIAL EDUCATION</i> Ms. Malori Moellenberndt</p>	<p><i>SPECIAL EDUCATION</i> Ms. Jamie Stalder</p>	<p><i>SPEECH THERAPY</i> Innovative Therapy Solutions</p>
<p><i>TITLE 1</i> Mrs. Cassie Steele Mrs. Nicki Tracy</p>		<p><i>TITLE 1 (PT)</i> Mrs. Jackie Findley</p>

CLASSROOM TEACHERS		
<p><i>PRE-KINDERGARTEN</i> Mrs. Allie Rush</p>	<p><i>KINDERGARTEN</i> Mrs. Brittany Schlapia</p>	<p><i>FIRST GRADE</i> Ms. Torri Kephart Mrs. Patty Lischer</p>
<p><i>SECOND GRADE</i> Mrs. Leena Hightshoe</p>	<p><i>THIRD GRADE</i> Mrs. Keely Sherer</p>	<p><i>FOURTH GRADE</i> Mrs. Marissa Escobar Ms. Ashton Lewis</p>
<p><i>FIFTH GRADE</i> Mrs. Janet Kinsella</p>	<p><i>SIXTH GRADE</i> Mrs. Baylee Ridge</p>	

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Troutwine	Cheyenne	ctroutwine@wc.k12.mo.us

Academic Calendar I-100-S

1st Read 1/21/2026, 2nd Read 2/18/2026

Worth County R-III School District

2026-27 School Year Calendar

July						
			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	

7/3 - Indep. Day Observed District Closed
7/10,17,24,31 - District Office Closed

August						
6						9
						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					

8/7, 14, 21- District Office Closed
8/1-8/9 - MSHSAA Dead Week
8/10 - MSHSAA Fall Season Starts
8/11- Student Registration
8/17- New Teacher Orientation
8/18-20- Teacher Inservice
8/24- School Year Begins (12:30 dismissal)

September						
20						21
		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			

9/7- Labor Day- No School
9/21- Teacher Inservice

October						
11/9						21
			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

10/12- No School- Teacher Inservice
10/16- 1st Quarter Ends- 37 days
10/22- P/T Conferences (12:30 dismissal)
10/23- No School

November						
17						18
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					

11/9 - No School- Teacher Inservice
11/25-11/27- Thanksgiving Break

December						
14						14
		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		

12/18- 2nd Quarter Ends- 40 days
12/18- 1st Semester Ends- 77 days
12/18 - Early Dismissal (12:30)
12/21-12/31- No School- Christmas Break

January						
18						19
					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						

1/1- No School- Winter Break
1/4- No School- Teacher Inservice
1/18- ML King Day- No School

February						
18						19
	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						

2/1 - No School- Teacher Inservice
2/15 - President's Day- No School

March						
10/10						20
		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		

3/12- 3rd Quarter Ends- 45 days
3/24- P/T Conferences (12:30 dismissal)
3/25-29- No School- Easter Break

April						
22						22
			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	

4/20- Tiger Relays (12:30 dismissal)

May						
14						15
						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					

5/16- Commencement
5/20- Last Day of School - Early Dismissal
5/20- 4th Quarter Ends- 47 days
5/20- 2nd Semester Ends- 92 days
5/21- No School- Teacher Checkout
5/31- Memorial Day- District Closed
Possible Make-Up Days
5/21/2026 5/25/2025
5/24/2026 5/26/2026

June						
		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			

6/5,12,19,26- District Office Closed

Teacher Inservice No School
 Holiday/Vacation No School
 Early Dismissal 12:30

169 Student Days
179 Staff Days

8:12-3:05 full day (6.5 hrs)
8:12-12:30 early dismissal (4 hrs)
163 days x 6.5 = 1059.5
6 days x 4 = 24 hours
1083.5 total scheduled hours

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. The administration makes the final determination regarding whether an absence is verified or unverified.

A student must be in attendance the **last 4 periods during a school day to be eligible to participate in any school activity that night**, unless pre-arranged with the principal.

A student should not be readmitted to a class, from which they were absent, until they have their absence verified or unverified from the Elementary office.

Procedures for Reporting an Absence

Parent/guardians may contact the school in a number of ways. They may contact the school by telephone (660-564-3320), note, or e-mail (amcclellan@wc.k12.mo.us or ahawk@wc.k12.mo.us) the day of the absence or by 9:30 the morning of the student's return. An absence for which insufficient reason is presented or no contact by parent is made by 9:30 the morning of the student's return will be considered unverified.

METHOD OF REPORTING: Two basic forms of communication will be used to implement this policy- attendance reported to teacher and indicating verified or unverified absence, (b) warning notice sent to parents when student reaches six absentees per semester.

Excused from school but not counted as absent: Absent due to impassable roads or school-sponsored activity.

An absence which 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 direction of the teacher.

Students Returning from Absence Mid-Day

A student returning to school mid-day shall report immediately to the Elementary office when he/she returns. The student shall provide the office with a note or telephone call from the parent/guardian contains the following information: 1) reason for absence for part of that day, 2) date or dates of absence and 3) signed by parent/guardian. The student should report to the office even if he/she does not have a note. Students who fail to report to the office immediately upon any absence and supply parental/guardian notification by at least 9:30 the morning of the return will be given an unverified absence.

Late Arrival/Tardiness

A late arrival or tardy occurs when a student arrives after the expected class period has begun, as determined by the District. The District will count tardiness as an absence.

Waiver of Policy: (1) A student who has accumulated more absences from a class than allowed by the policy, but feels that the situation warrants special consideration, may appeal to the administration for that particular student. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the appeal. Waivers are to be applied in a systematic manner and attempt to render an impartial judgment. (2) The student, parent, or guardian may appeal to a standing committee for waiver of policy if not satisfied with administrative decision. (3) The third appeal is with the school board under the rules of student discipline hearings.

The administration may request documentation to determine whether an absence is verified. Verified absences are also allowed for:

- Illness of the student
- Medical appointments that cannot be scheduled outside the school day
- Serious illness or death of a family member
- Religious observances
- Court appearances or other legal situations beyond the control of the family
- Emergency situations as approved by the principal
- Visits from a parent or guardian on active military duty who is on leave from, will be immediately deployed, or immediately returned with notification and approval of the principal
- Suspensions

Verified Absences

If the reason for absence is valid and essential with proper documentation, and if the parent contacts the principal's office promptly the absence will be considered verified. If the absence is verified, students will be permitted to make up work lost by such absence. Remember that it is your responsibility, as a student, to check with your instructors regarding make-up work. When a student knows in advance that they are going to be absent, the office and teacher should be contacted prior to the absence and all work is to be turned in before leaving. (This applies to school or personal absences). Dental and doctor appointments should be arranged as much as possible after school hours, Saturdays and on teacher professional development days (check school calendar).

Unverified Absences

An absence for which insufficient reason is presented or no contact by parent is made by 9:30 the morning of the student's return will be considered unverified.

Absences for any other cause will be considered unverified unless arranged for and approved in advance with the principal. All work missed should be made up. This includes classroom work, assignments, quizzes, tests, etc.

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. The District may assign disciplinary measures for truancy. Students who are truant are encouraged to make-up the work to aid learning. The timelines for turning in make-up work and any impact on grading will be according to the guidelines of the building and at the direction of the teacher. Families are entitled to appeal assigned consequences to the Superintendent or designee.

Responsibilities

Student Responsibilities: The student is responsible for regular attendance in all his/her classes so that he/she may benefit from continuity of instruction, sequential presentation of material, and class interaction; and learn self-discipline and responsibility. It will be the student's responsibility to have his/her absences approved and so notify his/her teachers by the next class meeting.

Special note: Students who know ahead of time that they are going to be absent for any reason, even if it means being absent from classes due to a field trip, must get assignments from the teachers of the classes that they are going to miss before leaving. (Students need to contact each teacher in sufficient time so assignments may be completed prior to the deadline for turning in the make-up work for non-school related absences to receive credit. Students are responsible for having all work completed prior to a school-related absence.)

Teacher Responsibilities: At each confirmed unverified absence from a class, as determined by the administration and as related to the teacher, the teacher will – (a) As a student reaches both the third and sixth of the absences, verified or unverified, from a course, the teacher will inform the student and the office. The teacher may request that a letter be sent home to the parents to inform them. A conference will be requested on the sixth absence by the administration at this time. (b) All teachers will obtain a minimum of one grade or mark per week for each student. Class record books will evidence a grade per week. The marks or grades can come from a variety of sources, e.g., homework, class participation, projects, quizzes, etc. The sources of the grades and their weight are subject to the judgment of the teacher. (c) Teachers will make arrangements when a student requests a time to make up for excessive absences.

Administration Responsibilities: (a) Record all absences and provide student notification for "verified" absences. (b) The administrator will notify the parents or guardians when a student has been absent during six classes per semester and conduct a conference with the students, parents, or guardians. (c) For each subsequent course reaching eight absences, the administration will notify and conference with the parent/guardians. (d) For each unverified absence the administration will – 1) notify

of disciplinary measures or arrange for referral services as appropriate to rectify the situation.

Dress Code S-180-S

The school administration favors and will enforce appearance and personal hygiene requirements, which follow the legal guidelines relative to health and safety, decency and prevention of interference with the educational process in the Worth County R-III School.

The following guidelines will be used in interpreting dress that is inappropriate.

- All students must be fully clothed. No bare feet.
- No wearing apparel that displays wording or graphics of items prohibited by laws for minors (beer, liquor, drugs, tobacco products, etc.).
- No wearing apparel that has vulgar or suggestive wording or graphic displays.
- No clothing that has rips or tears above the knees and no pajama pants unless it is a designated day.
- Attire, which will attract continued undue attention as well as other unusual items, should not be worn. Hats, caps, bandanas, and sunglasses are not to be worn inside the building.

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.

Food Service Program F-285-S

Breakfast and Lunch

Individual lunch/breakfasts are to be purchased (deposit money in account) during the morning in the main office. Lunches will cost \$2.85 per day. Breakfast will cost \$2.10 per day. Each student will be issued a laminated card. The card will be scanned when one goes through the line. Should a student lose or damage the cards, they will pay for a replacement card (\$5.00). Those without a lunch card will be sent to the end of the line and sign the book. Students will be allowed to charge up to \$10.00. After this maximum has been met, no additional charges will be accepted for second meals or a la carte items and a Free and Reduced Lunch Application is required to be turned in, if not already done so. Parents/Guardians of students with negative balances will be contacted electronically, by correspondence, by phone call from the building principal's office. On May 15 annually all charging will be cut off. Parents/guardians

will be sent 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.

Pre-K, Kindergarten, and 1st Grade Snacks

Pre-K through 1st Grade students will be charged \$8.00 each month or \$72.00 per year for an afternoon milk and nutritious snack. This must be paid by ALL Pre-K through 1st Grade students, even those qualifying for free or reduced lunches.

Lunch Shift Schedule

Pre-K – Second Grade: 10:53 – 11:13

Third – Sixth Grade: 11:45 – 12:04

Early Out LUNCH SHIFT SCHEDULE

Pre-K – Second Grade: 10:53 – 11:13

Third – Sixth Grade: 11:16 – 11:36

Those who purchase a meal may share with others who purchase a meal, but are restricted from sharing with those who did not purchase a meal. Families may purchase meals for all members of their family by the week or month by writing one check. The secondary lunch shifts are during the fourth class period. Students are to go to and remain in the lunchroom until the end of their lunch shift, whether they eat lunch or not. **PARENTS AND STUDENTS NEED TO REMEMBER WORTH COUNTY HAS CLOSED LUNCH SHIFTS. THIS MEANS, STUDENTS MAY NOT LEAVE FOR LUNCH – EVEN IF THEY HAVE A PARENT’S PERMISSION. RESTAURANT FOOD CAN NOT BE DELIVERED TO THE SCHOOL FOR STUDENTS DURING THE SCHOOL DAY. STUDENTS MAY BRING A SACK LUNCH TO SCHOOL WITH THEM IN THE MORNING.** If food is required for a classroom activity, this will be cleared in advance by the classroom teacher. If parents feel the student qualifies for free or reduced meals, the attached lunch form must be completed and returned to the office.

Free and Reduced Lunch Application

If parents feel the student qualifies for free or reduced meals, the attached lunch form must be completed and returned to the office.

Link to application: <https://tinyurl.com/frapp25>

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.

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.

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 health aide. The school health aide for your student's building may provide services in other buildings as well. Although the health aide may be not physically present at all times in a specific building,

the health aide 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 who become ill should be given a pass from the office and sent to the health aide's office in the elementary building. The health aide should be consulted immediately in case of an accident, then notify the principal. All students are to consult with the health aide or principal before phoning parents regarding illness.

Health Office

If you have any questions, please contact the Health Aide at 660-564-3320.

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 by a parent/guardian 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.

Prescription Medication – Prescription medication must be sent to school in the original prescription container. The prescription label will serve as the written permission from the physician. 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 health aide may need to clarify prescription orders with the provider.

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 health aide 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 health aide.

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 and/or remedial action 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.

Asbestos F-215-S

The U.S. EPA Asbestos Hazard Emergency Response Act (AHERA) under the Federal Code of Regulations 40 CFR 763.93g(4) requires that building occupants be notified annually of the presence of asbestos in the building and the availability of the Asbestos Management Plan.

The last re-inspection was conducted on March 13, 2020.

A copy of the Management Plan and inspection reports are available for review at the Superintendent's Office located at 510 E. Ave, Grant City, MO 64456 as well as each school office. Questions regarding asbestos or the management plan may be directed to Superintendent, Chris Healy at 660-564-3389.

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. The District offers assistance to parents/guardians searching for student accident insurance options. Parents/guardians must deal directly with the insurance carrier to obtain information about available coverage and policies.

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 Board Secretary. Requests to amend education records may be directed to the Board Secretary 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 District in writing by September 1st 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: 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. Please contact the office for a release form.

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.
- Information regarding any State or LEA policy regarding student participation in any assessment required under ESEA section 111(b)(2) and by State or LEA,

including a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

- 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.

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 Schoolwide Program Plan and the School Parent and Family Engagement Plan may be found by clicking [here](#) and following these instructions:

- Click “ePeGS – Public”
- Select Worth Co. R-III from the dropdown menu
- Click “Funding Application Menu”
- Click “Quality Schools”
- Click “ESEA Consolidated”
- Click “Budget Application”
- Click “Initial”
- Select “ESEA Consolidated Plan” from left side menu
- Click “School Level”
- Select your student’s school

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, migrant, English learners, or in foster care is:

Name: Amanda Pottorff
Phone #: 660-564-3320
Email Address: apottorff@wc.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.

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

Name: Amanda Pottorff
Phone #: 660-564-3320
Email Address: apottorff@wc.k12.mo.us

Visitor Procedures C-155-S

For student purposes, all visitors MUST use the main entrance, report to the office, and sign in and out upon arrival and departure. No one will be allowed to enter the hallways or classrooms without permission from the office and without a visitor's pass. Parents and others designated by school staff may request approval to speak with students. Students are restricted from having peer visitors with them in classrooms.

If you need to pick up your child before the end of the school day, come to the office and your child will be called to the office.

Transportation Services F-260-S

Riding the school bus is a privilege, not a right. The students' privilege to ride the bus could be taken away if deemed necessary.

1. Be respectful to self, others, and property
 - a. The school bus driver is in charge of the pupils and the bus. Pupils must promptly and cheerfully obey the driver.
 - b. Pupils will obey and respect the directions of teachers on duty during loading and unloading, both before and after the school day.
 - c. Pupils must be on time; the bus cannot wait beyond its regular schedule for those who are tardy. If the pupil is not going to ride the bus, let the driver or someone from an earlier stop know. All it takes is a phone call.

- d. At bus stops, students are to have respect for other people's property.
 - e. Drivers may assign seating.
 - f. Do not throw objects within, out of, or at the bus.
2. Be responsible in actions and attitudes
- a. Any damage to the bus should be reported at once to the driver.
 - b. Do not deface or mark on the bus.
 - c. No food or drink is allowed on the bus.
 - d. Do not bring toys or small animals on the bus unless authorized by the driver ahead of time.
3. Be safe
- a. Pupils should never stand in roadway while waiting for the bus.
 - b. Classroom conduct and behavior is to be observed by pupils while riding the bus.
 - c. Remain in your seat while the bus is in motion.
 - d. Keep all body parts inside the bus.
 - e. Do not smoke or light matches on the bus.

Activity Trips

To avoid loss of instructional time, only a limited number of activity trips will be approved by the administration.

The times to leave and return from such a trip will be determined by the administration. Students WILL be expected to travel to and from the activity on the transportation provided or contracted in order to represent the Worth County R-III School. Exceptions will be made by the administration only in emergency situations with advance notification.

WORTH COUNTY R-III SCHOOL'S POLICY ON TRANSPORTATION TO AND FROM ACTIVITIES IS THE FOLLOWING:

All participants are to ride to and from an activity on the school vehicle unless: (a) The student's parents/guardians write a note, or by signing the sign out sheet and speak with the sponsor stating they are riding home with them. (b) The student's parents/guardian wishing their child to ride home with another adult must gain administrative approval prior to the trip and must present a written note to the sponsor. (c) Other accommodations to and from an activity must have the parent/guardian present a written note to the administration and having gained approval.

Students must notify parents of the activity transportation policy. Students are not allowed to go with someone else unless they have it cleared through the administration. (School liability would not cover it.)

Worth County requires medical forms and waiver release for overnight student travel under school supervision, due to the additional issues that could arise. Please fill out this form to cover any trip for the year. Another form will be filled out with specific information for each trip.

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.

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.

It can range from 30 to 60 minutes as necessary, up to five days per disciplinary problem period students must provide their own transportation home if given 24 hours' notice. Teachers may assign their own detention and failure to serve the detention or be late will result in further disciplinary action.

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.

Social Probation: Removal of offices held, participation in school activities, and etc. by activity sponsors and/or administration.

Prohibited Conduct	Definition
Academic Dishonesty	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.
Arson	Starting or attempting to start a fire or causing or attempting to cause an explosion.
Assault, First or Second Degree	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.
Assault, Third or Fourth Degree	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.
Automobile/Vehicle Misuse	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.

Bullying and Cyberbullying	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.
Bus or Transportation Misconduct	Any misconduct committed by a student on transportation provided by or through the District.
Dishonesty	Any act of lying, whether verbal or written, including forgery.
Disrespectful or Disruptive Conduct or Speech	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. Discriminatory or harassing conduct may be addressed under the District's policy regarding this conduct.
Drugs/Alcohol/Tobacco/E-Cigarettes	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.
Extortion	Threatening or intimidating any person for the purpose of obtaining money or anything of value.
False Alarms or Reports	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.
Fighting	A conflict: verbal, physical, or both, between two or more people.
Weapons and Firearms	<p>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).</p> <p>B) Other weapons are prohibited. Other weapons are defined as a device readily capable of lethal use, or device designed to mimic a weapon. Other weapons include mace spray and items customarily used, or which can be used, to inflict injury upon another person or property.</p> <p>C) Possession or use of ammunition, a component of ammunition or a weapon, weapon accessories, or tactical gear.</p>
Fireworks or Incendiary Devices	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.
Gambling	Betting something of value upon the outcome of a contest, event, assignment, or game of chance.
Harassment, including Sexual Harassment	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.
Hazing	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.
Nuisance Items	Displaying or using items that create distractions and could be lost, stolen, or broken such as toys, collectible items, or other possessions not approved for educational purposes.
Property Damage or Loss of School Property	Damage to or loss of school property such as, but not limited to, books, electronic devices, calculators, uniforms, equipment, or facilities, etc.
Public Display of Affection	Physical intimacy that is inappropriate for an educational setting, such as but not limited to, kissing, groping, fondling, cuddling. <u>NO HOLDING HANDS WILL BE ALLOWED. Hugging, caressing, and / or kissing will be considered unacceptable behavior and will not be tolerated at any time while at school or at any activity or function representing Worth County R3.</u>
Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material	Possessing, displaying, or generating sexually explicit, vulgar, or violent material, such as but not limited to, pornography, nudity, violence or explicit death or injury. Students will not be disciplined for speech in situations where it is permissible by law. This restriction does not apply to curricular material vetted and approved by District employees for educational purposes.
Sexual Activity	Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.
Tardiness or Truancy	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.
Technology Misconduct	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. This includes cell phone misuse.
Theft	Taking or attempting to take the property of others without consent or knowingly taking possession of stolen property.
Threats or Verbal Assault	Verbal, written, graphics, or gestures in a convincing manner that causes another person to fear for the safety of themselves or property.
Unauthorized Entry	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.
Vandalism	Deliberate destruction of or damage to property belonging to the District, employees, or students.
Violation of Imposed Disciplinary Consequences	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.

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: the Counselor and can be reached at 660-564-2218.

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 report form can be requested from building administrators or the counselor.

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:	Chris Healy, Superintendent
Phone #:	660-564-3389
Email Address:	chealy@wc.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: Carl Parman, HS Principal
 Phone #: 660-564-2218
 Email Address: cparman@wc.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).

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

A complaint filed with the Department must be a written, signed statement that 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: Chris Healy, Superintendent
Phone #: 660-564-3389
Email Address: chealy@wc.k12.mo.us

In the event the Compliance Officer is unavailable or is the subject of a report that would otherwise be made to the Compliance Officer, reports should instead be directed to the alternative Compliance Officer:

Name: Carl Parman, HS Principal
Phone #: 660-564-2218
Email Address: cparman@wc.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 or Title: Carl Parman, HS Principal
Address: 510 East Avenue
Email Address: cparman@wc.k12.mo.us
Phone #: 660-564-2218

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.

Student Searches S-175-S

Desks, lockers, and other District property provided for student use are subject to periodic and random inspections without notice.

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.

In addition, the Board of Education authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

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.

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.

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 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

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:



Worth County R-III School District

Comprehensive School Assessment Plan

2023-2024

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Introduction

Rationale

The Board supports the establishment of the district's local assessment plan as one indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce:

- A comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- Data driven decision making in regard to curriculum, assessment, instruction, and programs;
- Teachers and administrators who are knowledgeable about data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- Increased public awareness of student achievement.

Purpose

The purpose of the Comprehensive School Assessment Plan is to facilitate and provide information for:

- Student Achievement- To produce information about relative student achievement so that parents/guardians, students, and teachers have a baseline to monitor academic progress.
- Instructional Change- To provide data that will assist in the recommendations for instructional program changes to:
 - Help teachers with instructional decisions, plans, and changes regarding student learning objects and program implementation;
 - Help professional staff formulate and recommend instructional policy;
 - Help the Board of Education adopt instruction policies.
- School and District Evaluation- To provide indicators of the progress of the district toward established goals and objectives.
- Adequate Yearly Progress- To determine student progress toward meeting the goals established by the Missouri State Board of Education.

The professional staff at Worth County School District will be involved in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in implementing the assessment plan. Every effort will be made to ensure that testing contributes to the learning process rather than detract from it.

The Superintendent and Worth County School Board are responsible for establishing the testing budgets which adequately fund assessments to meet the above purposes.

Professional Development

Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Worth County R-III School District will participate in professional development opportunities related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, and the results of the Professional Development Committee's needs assessment. The information contained in this narrative will address professional development related to student assessment.

The topics related to state and district-wide assessment that will be addressed in in-service opportunities will be:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- how to develop and use strategies that will assess the Missouri Learning Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- how to motivate students to take MAP seriously and possible incentives which could be offered to students;
- the legal requirement of reporting data as designated by IDEA (for administrators).
- test administration and test security
 - Prior to test administration, test examiners must:
 - Watch training videos deemed appropriate by their district testing coordinator (DTC)
 - Familiarize themselves with the testing manual(s)
 - Participate in any district created training

The Professional Development Committee of Worth County R-III School District will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- study groups/focus groups/building level data teams;

- peer coaching through the mentor/protégé program and teacher observations;
- teacher collaboration by common planning and/or departmental meetings;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers by attending professional development opportunities offered by RPDC, teacher organizations, and/or colleges/universities;
- enrolling in college/university classes.

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators. Five full days and three days prior to the beginning of school have been included in the District’s calendar to allow for in-service opportunities. To allow for teacher observation, peer coaching, data teams, and departmental meetings, the District has arranged to pay stipends for after school meetings/set-up common planning time/will hire substitutes for release time out of the classroom/etc. As incentives for teachers to attend after school programs, the District will pay stipends/allow participants to use these hours on career ladder/will give comp time/etc.

Worth County R-III School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building

Test Security

Test Security Policy for all Standardized Tests

Missouri Assessment Program (MAP) tests and other standardized assessments are secure materials. The District has developed security procedures to protect the integrity of test results. No testing materials or logins may be copied or made accessible to personnel not responsible for testing. When not in use, testing tickets, any printed testing materials, and logins will be kept in a locked room or cabinet in the school building to prevent unauthorized access. After test administration, test tickets, and used scrap paper must be returned to the district test coordinator. Privacy dividers will be used between computer screens as needed.

In-Service Prior to Testing

At least one week prior to testing, the DTC will distribute the Examiner’s manual and will do in-service describing the exact process for the procedure to follow for the administration of the test.

The in-service will stress the importance of test security during testing administration. Other security issues that will be addressed will include: The handling and storage of

the test tickets, providing directions for students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed from the walls of the room in which tests are being administered. Some examples include: maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers would be removed.

Test Administration

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. Each day, prior to testing, the examiner will get his/her test tickets from the DTC and will return them after test administration.
3. Students will be encouraged to use the restroom facilities, get drinks, etc. before the testing. If a student has to leave the room during testing, he/she will be instructed to raise their hand and wait for the test examiner and pause their screen.
4. The examiner will not leave the room unattended during the testing session.
5. While the test is being administered, designated individuals will move between classrooms to provide assistance as needed.

Collection of Test Materials Following Testing

1. Upon completion of testing, the DTC will collect all test tickets, scrap paper, and effort scoring guides.
2. All makeup testing will be scheduled by the building testing coordinator.

Sanctions for Unfair Practices

1. The security measures outlined in this document should help to prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices this district considers inappropriate.
 - Copying any part of a standardized test booklet for any reason;
 - Removal of a test ticket from the secure storage area except during test administration;
 - Failure to follow testing guidelines as specified in the Examiner's Manual
 - Failure to return testing materials;
 - Directly testing any item in the test;
 - Failure to remove items from students' view which give correct answers to items on the test.
 - Indications to the student during testing that they have missed items and need to change them; giving answers or clues to questions; allowing students to give each other answers; altering test administration procedures to give students an unfair advantage;

- Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.

2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

Test Taking Strategies

In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, Worth County R-III has developed guidelines for teaching test-taking strategies to students.

- The core subject area MAP Assessments contain the following types of items: selected response (SR) items, evidence-based selected response (EBSR), constructed response (CR) items, writing tasks (WT), performance events (PE) and/or technology enhanced (TE) items (e.g. drag and drop, drop-down menu, matching, selected answers, hot spot, etc.)
- There are two types of test-taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process.
- Students in Grades 3-12 will be taught computer skills for online assessments.

Shortly before the MAP tests and district-wide assessments, strategies for answering multiple-choice items will be taught to students. This will be done within classrooms by the grade-level or groups of teachers whose students are scheduled for assessment. Teachers/school counselors will also have students, grades 3-8, complete the Online Tools Training (OTT).

Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

- Address all parts of the question;
- Include specific examples from the text in the response;
- Make reference to specific characters and titles in the response;
- Give specific examples to support a claim;
- Show the major steps in the solution process (math);

- Give multiple likenesses and multiple sets of corresponding differences when asked to compare and contrast;
- Include a title and labels when creating a graphic organizer;
- Not stop at just one correct answer but to think about and write more correct answers;
- Make sure pronouns are preceded by antecedents in the response
- Use major elements of the question/item stem as statements in the answer

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

- Formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- Consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
- Consider multiple criteria when solving problems or answering questions (or creating answer/solutions that meet required specifications);
- Interpret data (i.e. a picture, graph, data, etc.) to make an inference needed to answer a question;
- Organize data in different forms to show meaning (construct a graphic organizer that shows..., make a chart to show..., draw a series of pictures to show..., design a poster that shows..., etc.);
- Describe the process used for finding the solutions or tell why the proposed solution is the best.

Worth County R-III School District views teaching students the skills and processes needed to be successful on the MAP assessments is synonymous with teaching students to be successful in life.

Dissemination of Assessment Results

The school district will regularly inform students and parents about its assessment program. Information will include the purpose of the assessments administered, test dates, the results of testing. Teachers will be given the results of tests and will be provided assistance in interpreting/analyzing results.

Program Evaluation and Assessment Data

Public school districts are required to evaluate their educational programs in all instructional areas for all student populations at all levels. At least annually, the local board of education will review test results, including longitudinal and disaggregated student performance data to evaluate the effectiveness of existing programs and to make

decisions regarding changes in instructional material, instructional strategies, resource allocations, and curriculum.

- The district believes it is imperative to use data as a means of making decisions for instruction, assessment, policies, and student placement. All types of data both aggregate and disaggregate are reviewed on an annual basis.
- Data analysis will help identify areas deemed as weaknesses where changes need to be made, strategies for addressing the areas of weakness or changes to be made, the impact of the changes (what worked/did not work?), and further action (if any) to be taken.
- The individuals involved in the analysis process will include, but not be limited to, administrators/curriculum coordinators, district testing coordinator/school counselor, program coordinators, teachers, advisory council members, board of education members, and educational consultants.
- The types of data to be analyzed will include state and district-wide tests, ACT results, advanced course enrollment, reading levels, dropout data/persistence to graduation, career placement, post-secondary education placement, and other data areas related to the Annual Performance Report and Adequate Yearly Progress evaluations.
- Strategies for addressing weak areas will be developed through input from administrators, teachers, students, parents, community representatives, and consultants.
- The district realizes that using data to make needed changes is an on-going process that requires periodic updates. Each educational program should include this documentation in their annual program report to the board of education.

Special Populations and Assessments

Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and will be included in districts' assessment programs.

Special Groups include, but are not limited to the following:

- IEP Special Education (Individuals with Disabilities Education ACT IDEA)
- 504 Plans (Section 504 of the Rehabilitation Act of 1973)
- English Language Learners

- Migratory
- Homeless
- Gifted and Talented
- Educationally Disadvantaged (Title 1)
- At-risk of educational failure
- Alternative placement

In order to comply with federal laws and state mandates the Worth County R-III school district has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

- Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:
 - MAP Subject Area Assessments without Accommodations: Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
 - MAP Subject Area Assessment with Accommodations: Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
 - MAP Alternate Assessment: A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments
- Special Population students shall be assessed by the same guidelines as the regular population. Appropriate accommodations, modifications, and exemptions will be made as allowed by the assessment and as directed by each student's individual education plan (IEP).
- Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do. Accommodation procedures are listed in the Test Examiner's Manual and may include adjustments in:
 - The assessment setting (testing individually or in a small group)
 - How items are presented (Read aloud; text to speech)
 - How students are required to respond (dictation to a scribe, computer typed)
 - Use of calculators, multiplication tables, etc.
- Assessment results will be reported as disaggregated data when available and as allowed.

- The district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.
- Administrators and teachers will study all achievement levels of subgroups of students by disability/special population group. Based on this study, actions will be taken to improve the achievement of any subgroup performing below the overall student population or district goals.
- To ensure anonymity of all students, test results will not be reported in disaggregated form if there are fewer than 5 students in a given grade level. This guideline also applies to gender, race/ethnicity, and economically disadvantaged group statistics.

Missouri Assessment Program (MAP)

The Missouri Assessment Program Assesses students' progress toward mastery of the educational standards in Missouri. All certified staff members prepare students for the MAP assessments year-round through their curriculum, instruction, released items, MAP-prep materials, scoring guides, expected level of performance, and test-taking skills.

Results are given to parents, administrators, teachers, and kept in the students' file. Group results are analyzed (item/question type,) and presented to the professional staff and the board annually. Group data is also publicized.

Tests are administered by classroom teachers, special education staff, title teachers, district testing coordinator (DTC) and school testing coordinator (STC). Tests are administered during the state testing windows as needed, a schedule will be made before the testing window. Since the 2014-2015 school year, the MAP Grade-Level Assessments and End-of-Course exams have been administered online unless paper-pencil are required by Special Services plans.

Grade-Level Assessments

The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade, third through eighth grade, by the state of Missouri. The Grade-Level Assessment is designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS). The assessments yield information on academic achievement at the student, class, school, district and state levels. This information is used to identify individual student strengths and weaknesses in relation to the instruction of the MLS, and to gauge the overall quality of education throughout Missouri.

Students Assessed

All students in grades 3-8 in Missouri will take the Grade-Level Assessment. A few groups of students may be exempt from certain portions or all of the assessment. Those include:

- Students whose IEP teams have determined that the MAP-Alternative (MAP-A) is the appropriate assessment do not have to take the Grade-Level Assessment
- English Language Learners (ELL) who have been in the United States for twelve cumulative months or fewer at the time of administration may be exempt from taking the English Language Arts portion. All other content areas must be assessed.
- Foreign exchange students are allowed, but are not required to take the assessment. This is a district decision.
- Homeschooled students may take part in the assessment at the local district's discretion.
- Private school students are not required to take the Grade-Level assessment.

End-of-Course (EOC)

The Missouri Assessment Program assesses students' progress toward the Missouri Learning Standards, which are Missouri's content standards. End-of-Course assessments are taken when a student has received instruction on the Missouri Learning Standards for an assessment, regardless of grade level. Districts must ensure that students complete EOC Assessments in Algebra I, English II, Biology, and Government prior to high school graduation. All EOC assessments are available only online, unless a student's IEP indicates that a Braille, Large Print, or Paper/Pencil form is needed.

Students Assessed

Students in Missouri are required to take the Algebra I, Biology, English II, and Government Assessments. A few groups of students may be exempt from certain End-of-Course assessments. Those include:

- Students whose IEP teams have determined that they are eligible to participate in the Missouri Assessment Program-Alternate (MAP-A)
- English Learners (EL) who have been in the United States 12 cumulative months or fewer at the time of administration may be exempted from taking the English II and/or English I assessments.
- Foreign exchange students are not required to participate, but may do so at the district's discretion.
- Home Schooled Students are not required to participate, but may do so at the local district's discretion.
- Private school students

EOC Local Decisions

- The District will administer all state-required EOC assessments to monitor student academic performance, curriculum, & instructional processes and to provide data for the Annual Performance Report (or AYP).
- The “District-Delayed” option may be used if a student is not satisfactorily completing the currently enrolled course being assessed by an EOC. The principal shall work with team members (core instructor, IEP student special education instructor, and district test coordinator) to determine eligibility for the “district-delayed” option. The student would then be required to take the EOC during a future testing window after completing further coursework.

MAP-Alternative (MAP-A)

MAP-A is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the students Individualized Education Program (IEP) team using DESE-established eligibility criteria. No student may be tested outside of his or her assigned grade level. The MAP-A achievement standards are aligned with the Missouri’s Learning Standards, and students who take the MAP-A Assessment do not participate in Grade-Level, End-of-Course, or the ACT assessments. MAP A uses the Dynamic Learning Map (DLM) instructionally embedded assessment model.

- If the MAP-A assessment is given to more than 1% of the total tested population (per content area), the district must provide justification for exceeding the 1% participating rule for Special Education Compliance monitoring purposes.

MAP-A is administered by examiners in three content areas:

- English Language Arts in grades 3-8 and 11
- Mathematics in grades 3-8 and 11
- Science in grades 5, 8, and 11

Timing will vary depending on the grade and level of student, but the majority of testlets take between 5 and 20 minutes.

WIDA ACCESS

WIDA’s Access for ELLs is the English Language proficiency assessment that Missouri has selected to meet the requirement of the Every Student Succeeds Act (ESSA) to annually assess Missouri’s students who are eligible for EL (English Learner) services,

including students with disabilities. ACCESS allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards.

WIDA offer three assessments:

- ACCESS for ELLs-The online assessment for students in grades 1-12 (a paper version is available for those with an IEP and for students with very limited exposure to technology)
- Kindergarten ACCESS- A Paper-Based Kindergarten assessment that comes in a kit with manipulatives
- Alternate ACCESS-An assessment of English language proficiency for students in grades 1-12 who are classified as ELs and have significant cognitive disabilities (those who do or would qualify for MAP-A) that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The assessment is based on Alternate Model Performance Indicators (AMPis), which provide expectations of what students should be able to process and produce at a given Alternate ELP level.

Students Assessed

- Students that meet the following criteria are required to take the ACCESS assessment:
 - Those K-12 students that are eligible for ELL services
 - Enrolled in a Missouri Public School or charter school
- Students who are in “monitored” status do not take the assessment.
- All students are screened for ELL eligibility upon entering the district through a brief questionnaire regarding the student’s first language and the language spoken by members of the student’s immediate family.

Early Childhood Program Assessments

The district’s Parents as Teachers program, working in coordination with Head Start, private preschools, and Tri-county Health, shall offer developmental screenings to eligible children (age birth through entrance into Kindergarten) in the areas of general development, language, hearing, vision, social-emotional development, and physical/motor development. Family participation is voluntary.

Kindergarten Screening Assessments

Children who live in the district who are age five before August 1st, and will be eligible for Kindergarten the following fall will be screened for readiness in the spring.

- Screening Assessments are administered by the Kindergarten teachers, Title teachers, and the Special Education Director.
- Assessments are given in the spring to assess the child's readiness for Kindergarten the next fall in the areas of number concepts, auditory skills, paper and pencil skills, language concepts, visual skills, and gross motor skills. Results show each student's ability level and help with determining the starting level of the Kindergarten curriculum. Accommodations are provided as directed in the child's IEP or 504 plan. A report is given to the parent/guardian and placed in the student's file.

Special Education Program Assessments

The "Individuals with Disabilities Education Act" (IDEA) requires all children, ages birth to 21, be screened to identify potential problems in vision, hearing, health/motor skills, cognition (including adaptive behavior), academic achievement (pre-academic for pre-kindergarten, transition/ vocational for older students), speech/language, and social/emotional/behavioral development.

Review of screening data can assist the district in the identification of students who are in need of more in-depth, problem-specific assessment. Diagnosis of an educational disability and eligibility for special education services should be part of a comprehensive evaluation process, which also determines children's educational needs.

Results of each assessment used will be discussed with an Evaluation Team (consisting of the parent/student, assessment professional, special education teacher, general education teachers, LEA representative/principal/supt, persona to interpret instructional implications of evaluation results, school counselor, etc.), and the team will determine if the student should be placed on an IEP to get resource/instructional help. Results of the assessment are disseminated to parents through the Evaluation Report and IEP forms. Copies are kept in the student's special education file.

- Stanford-Binet 5 (SB5)- Measure of verbal and nonverbal cognitive abilities, including Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing, Working Memory.
- Wechsler Adult Intelligence Scale (Wais-IV)- Measure of cognitive abilities in adults.
- Wechsler Pre-K & Primary Scale of Intelligence (WPPSI-III)- Measure of cognitive abilities in young children. Measures self-help, psychomotor, communication, general knowledge, comprehension, academic skills.
- Wechsler Intelligence Scale for Children (WISC-V)- Measure of cognitive abilities in school-age children.
- Brigance Diagnostic Inventory of Early Development-3 (Brig. IED-3)- Measures self-help, psychomotor, communication, general knowledge, comprehension, academic skills.

- Kaufman Test of Educational Achievement-3 (KTEA-III)- Assessment of academic skills, including reading, math written and oral language
- Woodcock Johnson-IV Achievement/oral (WJ-IV)- 20 subtest measuring reading, math, written language, and academic knowledge; oral language
- KeyMath-3- 10 subtests organized into three major areas-Basic Concepts, Operations, and Applications.
- Gray's Oral Reading Tests-V (GORT-5)- Measure of oral reading fluency and comprehension. 16 developmentally sequenced passages/5 questions each.
- Test of Early Written Language Ability-3 (TEWL-3)- Assess mastery of early developing reading skills; alphabet, conventions, meaning.
- Test of Oral Reading and comprehension-3 (TORC-4)-Measures silent reading comprehension, identifying students who need to improve reading proficiency and guiding intervention efforts.
- The Listening Comprehension Test-2 (LCT-2)- The Listening Comprehension Test 2 assesses listening through natural classroom situations rather than evaluating listening through simple repetition or discrimination subtests. The tasks reveal students' strengths and weaknesses in integrated language problem solving, reasoning, and comprehension of material presented auditorily.
- Test of Written Language-4 (TOWL-4)- Provides composite scores in Contrived Writing and Spontaneous Writing and a Total Written Language scores.
- Vineland Adaptive Behavior Scale:2 (Vineland-2)-Measure Personal and Social skills in daily life; interpersonal, Play & Leisure, Coping Skills.
- Behavior Assessment Scale for Children-3 (BASC-3)- Teacher, Parent, and Self-report to understand behaviors, emotions of children and adolescents.
- Gilliam Autism Rating Scale-3 (GARS-3)- Screening instrument to identify severe behavior problems that may be indicative of autism.

Special Education: Speech & Language Program Assessments

The Speech & Language Pathologist will administer assessments to students referred for speech and language concerns. Findings are used to develop the student's IEP with goals to improve language skills in areas of semantics, syntax, morphology, expressive and receptive language. Accommodations are provided as directed on a pre-existing IEP or 504 Plan.

Results of each assessment used will be discussed with an IEP Team (consisting of the parent/student, assessment professional, special education teacher, general education teachers, LEA representative/principal/supt, persona to interpret instructional implications of evaluation results, school counselor, etc.), and the team will determine if the student should be placed on an IEP to get resource help. Results of the assessment are disseminated to parents through the Evaluation Report and IEP forms. Copies are kept in the student's special education file.

- Clinical Evaluation of Language Fundamentals-5 (CELF-5)- Assesses receptive and expressive language.
- Comprehensive Assessment of Spoken Language (CASL2)- Measure processes of comprehension, expression, and retrieval in categories of lexical/semantic, syntactic, spralinguistic, and pragmatic language.
- Expressive Vocabulary Test-2 (EVT-2)- Measures expressive vocabulary knowledge. Word retrieval evaluated by comparing differences between EVT-2 and PPVT-4.
- Goldman-Fristoe Test of Artic.-2 (GFTA-3)- Assess articulation of consonant sounds, sounds-in-sentences, stimulability.
- Peabody Picture Vocabulary Test-4 (PPVT-4)- Measures the receptive (hearing) vocabulary of children and adults. A norm referenced, wide-range instrument that is untimed and individually administered.
- Test of Language Development-4: Intermediate (TOLD-4:Inter)- Assess spoken language ability within semantic, grammatical, and phonological context. Assess strengths and weaknesses.
- Test of Language Development-5: Primary (TOLD-5:Prim)- Assess spoken language ability within semantic, grammatical, and phonological context. Assess strengths and weaknesses.
- Bruininks-Osteretsky Test of Motor Proficiency-2 (BOTS-2)- Assess motor function; provides comprehensive index of motor proficiency, separate measures of gross and fine motor skills.
- Peabody Developmental Motor Scales-2 (PDMS-2)-Assessment, training, remediation of fine and gross motor skills.
- (Beery) Visual Motor Integration-5 (VMI-5)- Developmental sequence of 24 geometric forms. Two supplemental tests that test motor and visual perception separately.

Other Special Needs Assessments

Section 504

A person is considered disabled under “Section 504” of the “Rehabilitation Act of 1973” if he/she has a physical or mental impairment which substantially limits one or more major life activities. Examples of disabling conditions under Section 504 are: Drug or alcohol addiction, heart disease, communicable diseases, temporary disabling conditions, attention deficit disorder (ADD), chronic asthma, severe allergies, spinal bifida, and diabetes.

English Language Learner (ELL)

All students are screened for English Language Learner (ELL) eligibility upon entering the district through a brief questionnaire regarding the student’s first language and the

language spoken by members of the student's immediate family. Further assessments will be used as needed to determine ELL skill levels.

- WIDA's Access for ELLs is the English Language proficiency assessment that Missouri has selected to meet the requirement of the Every Student Succeeds Act (ESSA) to annually assess Missouri's students who are eligible for EL (English Learner) services, including students with disabilities.

Title I Reading Program

Title I of the "Improving America's Schools Act of 1994" (IASA) is intended to ensure that all students, though particularly low-income students, reach higher learning goals. Title I services may target specific students or may be used for overall improvement in high poverty schools. To determine eligibility for services for students, Title I requires at least two indicators:

- For Grades PK-2: Teacher referral, and developmentally appropriate measures.
- For Grades 3-12: Standardized test scores, teacher observation, classroom performance.

As required by law, the district will administer a reading assessment to students in Grades 1-6 to determine if additional reading instruction/intervention, increased tutoring, or retention is needed.

- STAR Reading Test – (Grades 1-8 plus others as needed) Administered by the Title I Reading teacher and/or classroom teachers quarterly/as needed to determine reading level for each student. This test is used to determine if a student needs additional instruction based on grade-level equivalency. It is also used to show growth. Extended time accommodation is allowed for eligible students. This computerized test requires student log-ins for security. Teachers can log in to view reports. Parents receive results at parent-teacher conferences.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – (Grades K-3) Administered by the Title I Instructor for Beginning-of-Year Benchmarking purposes. Results are reviewed to drive instruction, programming changes, and tutoring needs. Identify students who are on track for learning to read, and also identify students who may need additional instructional support to meet reading goals. Monitor at-risk students while they receive additional, targeted instruction. Parents receive reports at conferences. Test accommodations are provided as stated on IEP and 504 Plans.

Title 1 Math Program

The district also participates in the Title I Math Program (Grades K-6) which helps promote student achievement and utilizes assessment results.

- Acadience Math Assessment- (Grades K-6) Administered by the Title I Math teacher and/or classroom teachers quarterly/as needed to determine Math grade

equivalent and instructional level for each student. This test is used to determine if a student needs additional instruction based on grade-level equivalency. It is also used to show growth. Extended time accommodation is allowed for eligible students. Parents receive results at parent-teacher conferences.

Migratory Children

The school district systematically identifies migratory children, ages 3-20, through a brief enrollment questionnaire. Students meeting requirements of the program are reported to the state and are given full access to all programs and services provided to all other children.

Homeless Children

The district identifies and assesses the educational needs of all homeless children living in the district. Students meeting program criteria are reported to the state and provided information about community resources.

College Readiness Assessments

Scholastic Ability assessments measure a student's readiness for post-secondary training and are used in combination with other information to assist in educational and career planning.

- American College Test (ACT) – (Grades 10-12) Assesses a student's readiness for post-secondary training and is used for college entrance & placement, scholarship eligibility, and other programs. Compares college-bound students nationally in areas of English, Reading, Science Reasoning, and Math. Students may register on-line to participate on a national test date at a national test site.
- Accuplacer-(Grades 11-12)- A series of tests that assesses and evaluates students' skills in reading, writing, and math to help colleges place them in courses that match their skills (Used for dual-credit course options).

Career Interests & Aptitude Assessments

The results of career assessments, career interest inventories, and vocational aptitude batteries should be used in combination with other information in the development of each student's Individual Career & Academic Plan (ICAP) and long-range career goals. Such assessments must start no later than Grade 7 and continue throughout high school.

- Career Interest Inventories and activities used include, but are not limited to the following. Results are discussed with the students and kept in their Career Portfolio files.

- ACT Interest Inventory Section-Grade 10
- Missouri Connections on-line assessment-Grades 5-12
- ASVAB & Career Directions-Grades 11 & 12
- My Success Event Career Day- Grade 12
- Other career exploration resources are used with the School Counselor and other department classes- Grades K-12
- Job Shadowing
- Career Days & College/career fairs
- Resume Development

Career & Technical Education (CTE) Assessments

Each Career & Technical Education program, working in connection with its state vocational department, shall devise a Technical Skills Assessment (TSA) tool appropriate for its content area. The local CTE program instructor will be responsible for administering the assessment, keeping documentation for each program participant assessed, and reporting results as required.

Physical Education & Athletic Program Assessments

- “Project Fit America” and/or the “Presidential Fitness Challenge” assessments measure fitness levels and are given to all students in Grades 7-8 who are enrolled in a physical education class. The PE teacher records data each fall and spring. Fall data is used to determine fitness levels of students and to incorporate different activities to improve needed areas. Results are used to compare students with peers across the nation and to receive awards. The teacher keeps longevity reports for each student to view progress.
- Health Physicals are administered by area physicians (of the athlete’s choice) to students in Grades 7-12 to assure the student is healthy enough to participate in sports that require a lot of physical demands. Coaches review the information to see if any participation limitations have been added or removed. A copy of the physical form is kept on file in the high school office and a copy is in the medical kit carried to each sport activity. Parents and students must sign the physical form and pay for the physical. Coaches are reminded at their orientation meeting at the beginning of each year that physicals are a requirement prior to the first practice date.
- CPR training is required for high school graduation. The health teacher will provide CPR hands-on training to all freshmen.

Comprehensive Health Program Assessments

Health screenings are conducted throughout the year by the School Health Aide, Tri-County Health Department, Lions Club, local physicians, other resource agency trained professionals, or school personnel. All screenings are done in an attempt to identify potential problem areas that need further treatment. If concerns are identified, parents are notified and encouraged to obtain proper treatment. Results are added to the student's health records and shared with other school personnel on a need-to-know basis.

- Vision Screenings – Grades K-3, 5, 7 and others as needed
- Hearing Screenings – Grades K-3, 5, 7, and others as needed
- Scoliosis Screenings – Grade 7
- Dental Screenings – Grades K – 6
- Head Lice Screenings- K-6 as needed

Student Effort Incentives

Worth County R-III School District has implemented strategies to motivate students to take required tests seriously and put effort into their test and into their behavior around testing time.

- Effort Incentive Guidelines- A scoring guide has been developed to assign points for appropriate testing behavior, which includes good attendance, positive attitude, checking your work, and the appearance of putting forth effort on the test.
- The teachers, who administer the tests, will use the Effort Incentive Guidelines during testing. The DTC, STC, teachers, and administrators will provide incentives to students, who have followed the guidelines, in the spring, shortly after MAP testing has been completed.
- Each building within the district will decide what strategies to use to motivate students to do their best on the MAP. Some incentives may include:
 - Tangible incentives such as fun field trips, field days
 - Snacks
 - Certificates or medals for individual students
 - Class recognition or rewards such as parties, extra recess, etc.
 - Eligibility for enhanced educational programs
- In the fall, when the district receives the testing results, additional incentives may be awarded.

Testing Calendar

Month	Assessment
August	Special Needs Programs Screenings for new enrollments
September	ACT- Grades 11-12; Physical Education Pre-Assessments; Title 1 Math and Reading Assessments
October	ACT- Grades 11-12
November	ASVAB- Grade 11
December	ACT-Grades 11-12; EOCs
January	MAP practice Assessments-Grades 3-8
February	MAP Practice Assessments-Grades 3-8; ACT- Grades 11-12
March	
April	ACT-Grades 11-12; Kindergarten Screenings; MAP Grade-Level Assessments-Grades 3-8; EOC Assessments
May	EOC Assessments; MAP Grade-Level Assessments-Grades 3-8
Year-long as Needed	Health Screenings; Special Education Assessments; Special Education Speech and Language Assessments; Special Needs Assessments; Early Childhood Program Assessments; MAP-Alternate; Star Reading Test; Acadience Math test; Career & Technical Education Assessments; Health physicals for athletic seasons; DIBELS Reading & Math Tests

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.

Physical Education Excuses

To be excused from participating in Physical Education (Strength & Fitness, Junior High P.E. or Lifetime Sports), students must have a doctor's excuse. **OTHER EXCUSES ARE LEFT UP TO THE PHYSICAL EDUCATION DEPARTMENT.**

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 – Friday (8:00 am – 3:30 pm) in the office of the Special Education Director, 660-564-3320, ahawk@wc.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 – Friday (8:00 am – 3:30 pm) in the office of the Special Education Director, 660-564-3320, ahawk@wc.k12.mo.us. Alternative times are available by request.

This notice will be provided in native languages as appropriate.

Referrals

The Worth County R-III school counselors and other professional staff members provide preliminary assessment of student problems and referrals to outside agencies, if necessary. The District will assist and cooperate with other agencies concerning the diagnosis and treatment of a referral student when applicable to his or her educational program in the school district. Except as otherwise required by law, costs for diagnostic and treatment services outside the District are the responsibility of the parents or guardians.

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.

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 If a student does get in trouble with their phone, it will be confiscated for the remainder of the school day, returned to the student at the end of the day, confiscated the next school day the student is in attendance, and returned to the student at the end of that day. The phone does not have to be picked up by a parent. It will be returned directly to the student. If the student does not turn in the phone on the second day because they did not bring it to school but is later found to have the cell phone on that day, such student will be suspended for one day. iPods, MP3 players and other electronic devices are at the discretion of each teacher.

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.
- For educational purposes, when explicitly authorized by a teacher or school official pursuant to this policy.

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.

Personal Computers

Each student will be issued a school chrome book for school use. Student's personal laptops/chrome books are not allowed on the school network and not allowed to be used during school. Personal hotspots are not allowed at school and are to be powered off at the beginning of school, along with your cell phones.

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.)

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

Grading and Reporting System

Report cards are sent home with students every nine weeks.

Kindergarten through third grade grading scale:

S = Satisfactory

I = Improving but not yet satisfactory

N = Needs improvement

X = Not yet introduced

Fourth through Sixth Grade Grading Scale:

96-100	A
90- 95	A-
87- 89	B+
83- 86	B
80- 82	B-
77- 79	C+
73- 76	C
70- 72	C-
67- 69	D+
63- 66	D
60- 62	D-
0- 59	F

A= Achieving well-above acceptable standards of performance; excellent or outstanding achievements.

B= Achieving above acceptable standards of performance; superior achievement.

C= Achieving acceptable standards of performance.

D= Achieving below acceptable standards of performance.

F= Achieving well below acceptable standards of performance; at this level, achievement is so low it is considered non-existent.

Retention I-185-S

We teach the basic skills at Worth County R-III Elementary in five main areas: reading, math, language arts, science and social studies. A child will find it difficult to learn more advanced skills without knowing the desired basic skills for each grade level.

Students in the first grade should be able to:

1. Read on 1st grade level with 85% accuracy.
2. Read the Dolch word list through the pre-primer and primer with 85% accuracy.
3. Recall math facts through ten's with 85% accuracy.
4. Write numbers from 0-1000.
5. Spell words on first grade level with 85% accuracy.
6. Complete assignments independently.
7. Have regular and punctual attendance.

Students in the second grade should be able to:

1. Finish a 2nd grade basic reading text with 85% accuracy.
2. Read the Dolch word list through the second grade words with 85% accuracy.
3. Recall basic addition and subtraction facts through 18 with 85% accuracy.
4. Spell words on second grade level with 85% accuracy
5. Complete assignments independently.
6. Have regular and punctual attendance.

Students in the third grade should be able to:

1. Read on a 3rd grade level with 80% accuracy.
2. Read the Dolch word list for third grade with 80% accuracy.
3. Know multiplication facts through 9's with 80% accuracy.
4. Spell words on third grade level with 80% accuracy.
5. Complete assignments independently.
6. Have regular and punctual attendance.
7. Be retained if failing in two core subjects for final semester average grade.

Intermediate (4th, 5th, and 6th) grade students who have mastered the appropriate skills in the basic subjects will be promoted to the next grade level. However, failure in reading and/or math plus failure in one of the other basic subjects will result in the student being retained in the same grade for the following year.

HONOR ROLL

In order to be eligible for the regular honor roll, a student must have at least a B average (3-point average). To qualify for the high honor roll, a student must have at least an A-average (3.66-point average). (Grades lower than a C- will disqualify one for either honor roll.). Students in grades 9-12 must be enrolled in courses that offer 3.00 units of

credit a semester and students in grades 7-8 must be enrolled in at least 6 courses to be considered for either honor roll.

Missouri State High School Activities Association (MSHSAA) Activities

The eligibility rules of the Missouri State High School Athletic Association, Worth County R-III School and those of the contest in which the school participates, shall determine the eligibility of individuals or groups representing the school.

The District complies with all MSHSAA guidelines. The most up-to-date version of the MSHSAA handbook is located at www.mshsaa.org.

The word eligibility refers to having met the standards to participate in interscholastic activities and abiding by the established rules. Students must maintain eligibility or the privilege to participate will be revoked.

TO BE ELIGIBLE:

A student must be a creditable citizen. A student under suspension from a class or from school for misconduct would not be eligible.

A student in grades 9-12 must currently be enrolled in courses that offer 3.00 units of credits a semester, and must have earned 3.00 units of credits the preceding semester of attendance or a student must be enrolled in a full course at their level in a special education program for the handicapped approved by the State Department of Education which, though ungraded, enrolls pupils of equivalent age, and that student must have made standard progress for their level the preceding semester. Students must be making satisfactory progress toward graduation to remain eligible.

Example: A senior must have attained 19 ½ units of credit or be currently enrolled in sufficient courses to earn 26 ½ units to be eligible the first semester of their senior year. Specific eligibility requirements of the Missouri State High School Activities Association are also in effect, such as the eight consecutive semesters of maximum eligibility in high school. A student who was academically ineligible the preceding semester but meets the academic standard at the close of that semester becomes eligible the first day classes are attended in the succeeding semester.

A seventh or eighth grade student must be enrolled in the normal course for that grade or must be enrolled in a full course at their level in any public school special education program for the handicapped approved by the Missouri State Department of Education which, though ungraded, enrolls pupils of equivalent chronological age. A student must have been promoted to a higher level in special education at the close of the previous year. However, any such student who failed more than two scheduled subjects or failed to make standard progress in special education shall be ineligible the following quarter regardless of promotion to a higher grade. A beginning ninth grade student who failed more than two subjects the previous semester shall be ineligible for one semester.

This section shall not apply to students promoted from the sixth grade and entering the seventh grade for the first time.

If a student receives three or more D's or F's or 2 D- or F grades, he/she will be placed on probation until the next grading checkpoint, but remains eligible during this time. At the next checkpoint, the student is taken off probation if he or she has raised their grades to a total of fewer than three D's or F's or two D- or F grades. If not, he is ineligible until the following grading checkpoint. All students' grades will be checked at each of the checkpoints that will be twice through the quarter and quarter end.

This policy will make any student in grades 7-12 ineligible for any activity (dances, clubs, sports, fine arts, etc.)

Other regulations regarding age, transfer, violation of amateur standing, etc. will be explained by the coach or sponsor.

Students are expected to learn and abide by all rules if they want to continue to participate in high school athletics and activities. Remember, participation is a privilege – not an inherent right. The rules apply to both boys and girls. If there are any questions, ask the principal, coach, or sponsor. They will explain any rule you do not understand.

CITIZENSHIP POLICY FOR SCHOOL ACTIVITIES RATIONALE:

Any student, grades 7-12, participating in any outside activity representing the Worth County R-III School must be in good standing regarding the rules of “citizenship.”

The discipline code set out in this student handbook is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each.

Misconduct which is not specifically listed in these rules may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

RULES:

If a student, by relevant information, is determined to have broken the law, used or possessed alcohol, tobacco, or other controlled substance, the following disciplinary actions will occur:

TOBACCO (A student's violation record cumulative from 6th through 12th grade.)

First Offense: Restricted from participation in any activity for two weeks

Second Offense: Restricted from participation in any activity for four weeks

Third and Subsequent Offenses: Restricted from participation in any activity for eight weeks

ALCOHOL AND DRUGS (A student's violation record will be cumulative from 6th through 12th grade.)

First Offense: Restricted from participation in any activity for four weeks/required four weeks of counseling.

Second Offense: Restricted from participation in any activity for four months/required six weeks of counseling.

Third and Subsequent Offenses: Restricted from participation in any activity for 365 days/required eight weeks of counseling.

Counseling will be at the expense of the student. Failure to complete counseling will result in full ineligibility. This counseling and/or activities must be approved by the principal or Athletic Director.

BREAKING THE LAW (A student's violation record will be cumulative from 6th through 12th grade.)

Misdemeanor: If any student is found guilty of a misdemeanor (excluding minor traffic violations), the following will occur:

First Offense: Restricted from participation in any activity for 2 weeks

Second Offense: Restricted from participation in any activity for 4 weeks

Third Offense and Subsequent Offenses: Restricted from participation in any activity for 3 months
Felony: If any student is accused or found guilty of a felony, discipline will be administered by the school administration.

This policy will make any student in grades 7-12 ineligible for any activity (dances, clubs, sports, fine arts, etc.)

Any activity sponsor or coach may have additional requirements and disciplinary actions for the violations listed in this policy.

OTHER RULES:

Each person in charge of an activity may have rules pertaining to their particular activity in addition to the rules stated above when approved annually with the administration. It is the responsibility of each participant to know these rules and adhere to them. A student may be restricted or discharged from the activity for not following the rules. By signing the handbook form, you acknowledge responsibility for accepting this policy.

A student who fails to serve any discipline by the specified date will also be restricted from school activities until the revised discipline is satisfactorily completed (including games, contests, dances, etc. – participant or spectator).

District Sponsored Extra-Curricular Activities and Clubs I-210-S

PARTICIPATION IN EXTRA-CURRICULAR SCHOOL ACTIVITIES

One of the first standards of eligibility established for the privilege of representing our school in extra-curricular activities is that the student must be a good school and community citizen. The school, its students, and school patrons have a right to be concerned about the type of citizen that is afforded the privilege of representing our school.

It is generally agreed that citizenship involves an attitude toward obeying the laws and regulations that have been established for the benefit of the majority in our society. With this thought in mind, a Worth County student will be considered ineligible in all extra-curricular school activities until all disciplinary activity is completed.

Examples: A student who is involved in an activity which would warrant a 3 day in-school or out-of-school suspension would be ineligible to attend any extra-curricular activity during that 3-day period. When considering loss of eligibility for an extended time, the school administration will evaluate all pertinent data regarding the student's citizenship qualifications, including local and state law violations.

Individual sponsors may establish additional rules for their activity when approved with the administration annually.

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.

All school groups needing to use the building after school hours must make arrangements in the principal's office. All activities must be entered on the school calendar. School activities will be put on the calendar only at the request of a sponsor and scheduled, at least, one week in advance.

Based on Missouri Statute (§ 167.790, RSMo), homeschool students, full-time equivalent virtual students, and family paced education school students can participate, contingent upon the successful completion of a tryout if applicable, in any event or activity offered by the District, as defined by law, in which the student resides. This

includes athletics and fine arts activities, or other activities related to these. The District may require participation in components of instruction required for participation in certain activities. The District's disciplinary policies and Student Code of Conduct will apply to all students in these activities and all students must meet the same academic, physical, and financial requirements. Due to the timing of this legislation passing and printing of this material, there may be additional MSHSAA requirements in place the District must comply with as well.

Library

Checking Out/Renewing Materials: Students in kindergarten may check out 1 book per week; students in grades 1 through 6 may check out 3. These materials will be due in one week. No due dates will be stamped in the book; students should return their books during their weekly scheduled library time. If the student has not finished reading the book in the 1 week time period, he/she needs to return it to the library to renew it for another week.

Overdue Materials: If a student has any overdue books, he/she may read books in library class, but will not be able to check out a book until the overdue books are returned to the library.

Overdue notices will be sent to parents periodically, informing them of the title, original due date and price of the book. The book must be paid for if it cannot be found. The money paid for the book will be refunded in the event that the book is found later.

Damaged Materials: If library materials are accidentally damaged, do NOT attempt to repair them at home. Please have students bring the damaged item back to the elementary library to be repaired. Replacement cost of materials, which are destroyed or damaged, will be charged to the student.

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 the In Touch Communication System to notify students and parents/guardians. Announcements will also be made on the television and radio (KNIM/Ville and KXCV) and the District's Facebook page, and TextCaster. 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 she/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 someone need to pick her/him up, 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

Arrival

1. Enter the building through the northwest entrance near the Elementary Office.
2. Walk—do not run—to the entrance.
3. Enter the building quietly. Go directly to the classroom (unless directed to go to some other location). Visitors report directly to the office.
4. STUDENTS ARRIVING LATE should report to the office before going to class.
5. THE CIRCLE DRIVE IS RESERVED BETWEEN 7:55-8:15 FOR UNLOADING BUSES, BUT CARS WILL BE ALLOWED IF THEY DO NOT PASS OR INTERFERE WITH UNLOADING OF BUSES. We need this area open for buses to unload safely. Parents who bring their children to school should drop them off at the end of the sidewalk so they can walk safely to the building.

Dismissal

1. Students are to remain on school property until the regular dismissal time unless authorized to leave early.
2. Leaving school before the regular dismissal time requires the approval of the parent, guardian, or authorized school official. (A note or call from the parent or guardian in advance is appreciated. If a note is sent, please include the reason for the planned absence and approximately when you will arrive to pick up the student. Be sure to sign and date the note.)
3. Parents, guardians, or persons authorized to pick up students are to call the office when you arrive and the student will be brought out to you.
4. Students that walk, ride a bike, or ride with a parent or guardian at the end of the school day are to remain in the classroom until they are dismissed.
5. Students are to exit the building through the northwest doors near the office.
6. Students are to walk-NOT RUN- to the buses.
7. Students will be put on the bus they normally ride unless a parent or other authorized ADULT tells us to do differently. Be sure to notify us of any changes in transportation BEFORE dismissal time.
8. **PARENTS PICKING UP STUDENTS at the end of the school day are requested to not park in the circle drive from 2:50-3:15 PM.** Our buses park there while loading for departure. **STUDENTS LEAVING BEFORE THE BUSES LEAVE MUST BE ACCOMPANIED BY AN ADULT AND MUST CROSS IN FRONT OF THE FIRST BUS OR BEHIND THE LAST BUS. DO NOT CROSS BETWEEN BUSES.**

Class Schedules/Bell Schedules

- | | |
|---------|--|
| 8:00 AM | Students' arrival time. (Students are not to arrive at school before arrival time). |
| 8:15 AM | Bell rings. Classes begin. |
| 3:05 PM | Students riding buses are dismissed. Students that walk, are picked up by their parents, or that ride bikes are dismissed after the buses leave. STUDENTS LEAVING BEFORE THE BUSES LEAVE MUST BE ACCOMPANIED BY AN ADULT AND MUST CROSS IN FRONT OF THE FIRST BUS OR BEHIND THE LAST BUS. DO NOT CROSS BETWEEN BUSES. |

Worth County Schools will not be responsible for supervising students outside the stated times. Do not drop off or leave students at the school during unsupervised periods.

Parties/Celebrations

Birthday and Holiday parties will be held, but we will only accept purchased packaged treats. Parents can either send them with their children or drop them off at the Elementary office.

District Office Phone

Students may use the office telephone only if they have a reasonable need to use it at the time. Long-distance calls by a student will be made collect.

Cell phones or other electronic devices are not to be used during school hours without permission from a teacher or principal. If a student is using a cell phone or other electronic device without permission, the cell phone or device will be taken from the student and he/she will be sent to the office for discipline action. The phone or device will need to be picked up by a parent.

Recess

Recess is provided in the schedule to allow students an opportunity to exercise, engage in creative free-play and to develop interpersonal relationships with other students. Teachers are on duty at recess times to supervise and assist students.

Recess will be outside unless the weather or some other factor appears to be severe enough to risk the safety of the students.

PLEASE MAKE SURE YOUR CHILD IS DRESSED TO GO OUTDOORS WHEN THE WEATHER IS COLD.

The following toys are NOT permitted at recess:

Toy guns, knives or weapons	Pogo sticks
Baseballs or bats	Skateboards
Sleds	Jam boxes
Skates	Remote-control cars

We will not be responsible for any toys that are broken, lost or stolen while on the bus or at school.

End of Year Field Trips

Students will not be allowed to attend the end of the year field trip if they have an office referral within a two week period prior to the field trip.

Parent-Teacher Communication

Open lines of communication are a must for each child's success. Please call, e-mail or write your child's teacher for classroom concerns, success or questions. Please notify the principal for other comments or when you are not satisfied after speaking with the teacher about your child.

In an effort to keep parents informed of their child's progress and school related activities Friday Notes will be emailed each week.

Lost and Found

Items “found” are placed on the table near the Elementary Office. Please check for “lost” items there. Items not claimed by the end of the school year are given to a charitable organization.

Box Tops for Education

GENERAL MILLS sponsors a BOX TOPS-FOR-EDUCATION program that pays the school 10 cents for each label. The Box Tops program is digital-only. You can use the Box Tops mobile app to scan your grocery receipts, and the app will automatically identify participating products. The app credits your school with money for each participating product you purchase.

Unpaid Bills

Grade cards will be mailed/emailed to parents/guardians even when a bill is owed. Equipment, uniforms, supplies or privileges may be withheld to students who have not paid for previous equipment, uniforms, supplies or fines. Students constructing projects valued at \$500 or more must pay one half the material and supply cost prior to beginning the project.

Supplies

PRESCHOOL - MRS. RUSH

4 boxes of 24 Crayola Crayons
4 boxes of 10 Crayola broad tip regular washable markers
8 Elmers regular glue sticks
1 Elmers liquid school glue
1 pair of kids scissors
1 three ring binder (1 inch)
2 wide lined spiral notebooks
1 backpack
1 small nap time blanket
1 pack of unscented baby wipes
Pair of Velcro Tennis Shoes
Please bring ONE of the following based on your child’s last name
A-M: 1 pack of Play-Doh
N-Z: 1 pack of paper towels

KINDERGARTEN- MRS. SCHLAPIA

12 #2 pencils
3 boxes of 24 Crayola crayons
2 pkg. of 10 Crayola washable markers
1 pkg. black dry erase markers fine point
2 large erasers
1 spiral notebook, wide lined
8 glue sticks
1 set headphones (No earbuds)
1 plastic art box (no pouches please)

1 backpack
1 pack of baby wipes
1 small naptime blanket
1 extra set of clothes
Pair of Tennis Shoes to keep in classroom (If your child can not tie shoes, please send shoes with velcro)

FIRST GRADE – MRS. LISCHER/MISS TORRI

6 #2 pencils
1 box (24 or less) Crayola crayons
2 glue sticks
1 pkg. dry erase markers
2 large erasers
1 spiral notebook, wide lined
1 backpack
1 plastic art box (no pouches please)
Pair of Tennis Shoes to keep in classroom

SECOND GRADE - MRS. HIGHTSHOE

1 pkg. #2 pencils
1 box 24 Crayola crayons
2 glue-sticks
2 large erasers
1 set of headphones
2 folders with pockets
1 spiral notebook
2 pkgs. (6-8) dry erase markers
1 plastic art box (no pouches please)
1 three ring binder (1 inch)
1 backpack
Pair of Tennis Shoes to keep in classroom

THIRD GRADE – MRS. SHERER

2 pkgs. 12 #2 pencils (NO mechanical pencils)
2 highlighters
1 box colored pencils (24 count or less)
1 pkg. 3-4 dry erase markers
6 glue sticks
3 large erasers
1 plastic art box (no pouches please)
2 spiral notebooks
1 folder with pockets
1 three ring binder (1 inch)
1 backpack
1 set personal headphones with cord
Pair of Tennis Shoes to keep in classroom

FOURTH GRADE – MISS LEWIS/ MRS BLANKENSHIP

2 highlighters
1 set of earbuds (NO Headphones)
2 red ink pens
1 box pencils with erasers (no mechanical)
1 box 24 Crayola crayons or colored pencils
2 medium-sized glue stick
2 spiral notebook, wide lined, 70 pages
1 large eraser
4 folders with pockets
1 plastic art box (no pouches please)
1 pair of scissors
1 pkg. black dry erase markers
1 pack ruled index cards
1 three ring binder (1.5 inch with pockets)
1 three ring binder (1 inch with pockets)
1 backpack
Pair of Tennis Shoes to keep in classroom

FIFTH GRADE – MRS. KINSELLA

1 box of pencils with erasers
2 red ink pens
2 highlighters
1 box Crayola crayons (24 count) OR colored pencils
2 glue sticks
3 spiral notebooks, wide lined, 70 pages
1 plastic art box (no pouches please)
1 pair scissors
1 large eraser
4 folders with pockets
1 pkg. of 6 BLACK dry erase markers
1 three ring binder (1.5 or 2 inches)
1 backpack
1 set headphones with cord (NO wireless)
1 pkg. white card stock (boys)
2 pkgs. 90 or less sheets per pack sticky notes (girls)
Pair of Tennis Shoes to keep in classroom

SIXTH GRADE – MRS. RIDGE

1 box 24 Crayola crayons
1 glue stick
2 red ink pens
2 highlighters
1 box pencils
1 pkg. dry erase markers
1 large eraser
1 pair scissors

1 plastic art box (no pouches please)
2 folders with pockets only
3 spiral notebooks, wide lined, 70 pages. or more
1 backpack
1 set of earbuds with cords (NO wireless)
1 three ring binder (1.5 inch with pockets)
1 three ring binder (1 inch with pockets)
Pair of Tennis Shoes to keep in classroom

Book Fines

Textbooks on which assignments are based are available to each student. Textbooks and library books are to be treated with respect by the students, used wisely, cared for, and returned in good condition when the assignment or course is concluded. The student to whom a textbook or library book is issued will be held responsible for its return in good condition. Students will be assessed a replacement fee for a fair value of any lost or damaged book. (The average cost of a textbook is in excess of \$60.). No student will be penalized if the book is lost because of factors beyond his/her control.

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 for go obtaining parental consent if there is a health or safety concern or by court order.

No nonemergency, invasive physical examinations or screenings of student are scheduled or expected to be scheduled at this time.

Parents and guardians will be provided an opportunity to opt out of any nonemergency, invasive physical examination or screening of their student.

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 Elementary School Office.

All District policies can be located at: <https://egs.edcounsel.law/worth-co-r-iii-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: program.intake@usda.gov

This institution is an equal opportunity provider.

Student Transfers S-120-S

1. 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.

2. 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.

Safety F-225-S

All classrooms contain information of drills and emergency procedures. The District completes all drills as required by law.

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

- *Technology Usage Agreement Form*
- *Student/Parent Handbook Acknowledgement Form*

Student Technology Usage Agreement
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:

Student Name (please print):

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:

Parent/Guardian Name (please print):

Date: _____

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

I acknowledge that I have received and reviewed the 2026-2027 Student/Parent Handbook. 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

Parent/Guardian Name (please print):

Date: _____

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