

Marshfield R-I School District

170 State Hwy DD, Marshfield, MO 65706

(417) 859-2120

2026-2027

Early Learning Center

Student/Parent Handbook

Adopted by the Board of Education: June 25, 2026



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Mission

The mission of the Marshfield R-1 School District is: To prepare each child for a successful future.

School Board Members

Mark Messick - President
Janette Clark - Vice President
Amy Wilkerson - Member
Tony Cologna- Member
Josh Hartman - Member
Craig Thomas - Member
Mitch Espy- Member

Appointed Board Treasurer/Secretary: Marta Fraker

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.

District Administrative Offices

Garrett Lowder
Superintendent of Schools
859-2120 ext 9000

Josh Hume
Assistant Superintendent of Operations
859-2120 ext 9000

Stephanie Vickers
Assistant Superintendent of Academic Services
859-2120 ext. 9000

Sherry Davis
Director of Special Services
859-2120 ext 9000

Christina Roberts
Director of Nurses
859-2120 ext 9000

School Building Information and Contact Information

Marshfield R-I School District Website: <https://www.mjays.us/Page/1>

The Marshfield R-I District website included information for each building such as a calendar of events, online copies of the Student/Parent Handbook, and other important information.

Marshfield R-I School District Central Office

170 State Highway DD, Marshfield, MO 65706

Phone: 417-859-2120

Fax: 417-859-2193

Early Learning Center (ELC)

520 N. Locust Street, Marshfield, MO 65706

Phone: 417-859-2120

Director: Stephanie Walker

Welcome Letter

Dear Students and Families,

We hope this year provides opportunities to strengthen the bonds between school and home. As we strive to provide the best educational experience possible for your child, we appreciate your continued support of your child and all of the students and staff.

Close ties and open communication between school and home are essential to our work. Whatever we do as teachers to guide, shape, and motivate children can only supplement the loving commitment, interest, and instruction you provide at home. As we engage in this worthwhile partnership, we thank you for your hard work and ask that you never underestimate the precious role you play in the success of your child.

As members of the Marshfield R-1 Schools community, we all share in the responsibility of helping children become productive adults. Parents have an enormous role in shaping their child's life by teaching responsibility and taking interest in the student's work at home and at school. The staff at school is committed to provide the tools and further develop the knowledge and skills to ensure academic success. This student handbook is one of those tools; it is an easy way for parents and students to know and understand the policies and procedures of the school. We appreciate the time you take to read through this handbook and discuss its contents with your family and your child.

It is our intention to make this school year a positive experience for all. To be certain this goal is reached, it will take all of us working cooperatively and in close communication. The staff and administration appreciate the honor of helping educate the children of our community. Please feel free to contact us with any questions or concerns that we may work together to address.

Sincerely,

The Staff and Administration of the Early Learning Center

2026 - 2027 School Calendar

Marshfield R-I Schools



Start/End Times Regular School Days (Tues/Wed/Thurs/Fri)

3's AM Class (State Funded) (T,W,TH,F)

- 7:45- 11:20

4's AM Classes (State Funded) (T,W,TH,F)

- 7:45-11:20

ECSE AM Classes (T,W, TH) or (W, TH,,F)

- 7:45-10:45

4's ALL DAY Class (State Funded) (T,W,TH,F)

- 7:45-3:15

3's PM Classes (Title 1) (T/TH) or (W/F)

- 12:15-3:15

4'S PM Classes (Title 1) (T,W,TH,F)

- 12:15-3:15

ECSE PM classes (T,W,TH) or (W,TH,F)

- 12:15-3:15

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.

Procedures for Reporting an Absence

Parents must report a student's absence by 9:15 a.m. on the day of the absence. The school will contact parents who do not report a student's absence by the designated time. When a student is released early from school to a parent or guardian, it constitutes an absence. In general, prior notification is required when a student is dismissed early and the student must be checked out through the office.

Verified and Unverified Absences

There are two types of recorded absences - Verified and Unverified Absences. When your child is absent and you have made contact with your child's teacher regarding their absence, this is considered a **verified absence**. If communication has not been made with your child's teacher prior to, on the day of, or immediately following the absence, this is considered an **unverified absence**. The Marshfield R-1 School District encourages parents to make sure that students are in school every day unless hindered by the following reasons:

1. Personal illness
2. Days of religious observance
3. Death of close friends or relatives.

4. Family emergencies which necessitate absence from school. The school must be notified in advance when such absences are foreseen.
5. Professional appointments that cannot be scheduled outside the regular school day, such as dental or doctor appointments.

After your child accumulates 5, 10, and 15 days of verified and unverified absences, we will send you a letter of notification. These notifications will be reviewed by administration and a determination made if further action is required, up to and including a conference with an administrator or an intervention.

Dress Code S-180-S

The purpose of a dress code is to contribute to a safe, healthy environment that protects students and maintains a focus on learning. The dress code included in this handbook provides guidance to students and parents as to what constitutes appropriate attire for school and school activities. District administrators have the discretion to determine whether a garment or manner of dress not specifically described below is appropriate attire for school and school activities and/or causes a disruption to the educational environment. Administrators have the authority to take action to address dress code matters as they arise.

Dress Code Expectations

Shirts and shoes must be worn. No house shoes, slippers, or shoes with wheels are allowed. Clothing should be properly fitted (not overly restrictive or loose). Coverage of the body is expected. Therefore, the following garments are not permitted: see-through garments; tops that are backless, racerback, strapless, low-cut, bare-midriff, have overly-large arm openings; or spaghetti straps (straps must be at least 2 inches wide over the shoulder); clothing that does not cover undergarments when a student is sitting or standing; undergarments worn as outer wear; clothing that does not reach to mid-thigh; holes in pants that are above mid-thigh unless patched. Underwear must be worn, no diapers or pull-ups, except ECSE students.

Flip-flops, crocs, hard soled boots, and shoes with heels are discouraged due to safety concerns. Please make sure your child wears shoes with backs on them.

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

Homemade food items may not be served to our students. Parents wishing to provide birthday/party treats are welcome to bring commercially prepared food items.

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. Epinephrine and asthma-related medications are available for emergency allergic reactions. Rescue inhalers are not provided in any building. 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 nurse. The health service staff will be responsible to their building principal and may also be responsible to a designated District administrator. The school nurse for your student's building may provide services in other buildings as well. Although the nurse may not be physically present at all times in a specific building, the nurse is always on call and there are trained employees in the building to provide first aid, dispense medication, and support the needs presented in the health office.

Illnesses/Injuries

The Marshfield R-1 School District will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for the cost of their child's medical treatment.

Health Screenings

Health screenings are given Marshfield Early Learning Center students upon transferring to the district and in the spring as part of annual screening. The purpose of the screenings is to identify those who could benefit from intervention. The following is a list of screenings:

- vision, hearing, dental, head lice

Families will be notified of any concerns from the screenings and are encouraged to contact Christina Roberts, RN, Christina.Roberts@mjays.us, (417) 859-2120 with any questions.

Administration of Medication S-135-S

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

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

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 nurse 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 nurse may request a release of information from the student's health care provider and the information may be shared with necessary District staff members on a need to know basis. Please contact the school nurse.

Communicable Diseases F-245-S

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

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

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

Immunizations and Vaccinations

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

Student Insurance S-140-S

The District recommends student accident insurance for the protection of a student and parents/guardians. It is the responsibility of the parents/guardians to arrange insurance coverage as the District does not assume financial responsibility for student injuries. The District does, however, make an optional student accident group plan available for students, for which a carrier is named and rates established annually. Information on insurance coverage will be available through packets provided to the student at time of registration. Families and/or students must deal directly with the insurance carrier to obtain information about available coverage and policies. Parents/guardians can access information on student accident insurance at kidguardinsurance.com

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

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

Student Records S-125-S

Access to and Release of Student Information

All parents/guardians may inspect and review their student's education records, seek amendments, consent to disclosures except to the extent the law authorizes disclosure without consent, and file complaints regarding the records as allowed by law. Requests to inspect or review education records may be directed to the District's Custodian of Records. Requests to amend education records may be directed to the District's Custodian of Records 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); student identification number; user identification used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in District-

sponsored or District-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the District; schools or school Districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

Limited Directory Information: In addition to general directory information, a student's address, telephone number and email address; and the parents' addresses, telephone numbers and email addresses may be disclosed to: school officials with a legitimate educational interest; parent groups or booster clubs that are recognized by the Board and are created solely to work with the District, its staff, students and parents and to raise funds for District activities; parents of other students enrolled in the same school as the student whose information is released; students enrolled in the same school as the student whose information is released; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services.

School Officials with a Legitimate Educational Interest

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

A school official includes a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a Board Member. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Release of Records to Other Agencies or Institutions

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

Release

To request a FERPA release form, please contact the District's Central Office at 417-859- 2120.

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.

•

This information may be requested by contacting the building principal.

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

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

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

The Schoolwide Program Plan is available here:

<https://sites.google.com/mjays.us/marshfieldr1federalprograms/home>

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

<https://sites.google.com/mjays.us/marshfieldr1federalprograms/home>

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. 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.

When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption. Unnecessary interruptions hinder the educational program in the Early Learning Center.

Groups of visitors wishing to visit the school or facilities shall notify the Superintendent as far in advance as possible.

Students dismissed earlier in one school than others are not permitted to be on the grounds of any other school in the District. All persons who do not obtain permission from the principal's office to visit the school, or visitors who create serious distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

In order to minimize the potential harm to staff and students, persons listed on the sex offenders list may not be present in any school building, or on district property, in any district vehicle utilized to transport students, or be present at school activities without the written permission of the Superintendent. If permission is granted for a specific event or events, the Superintendent will notify the principal, where the sex offender will be present.

Volunteering at School

We welcome parents who want to volunteer at school. Prospective volunteers must complete an application (available in the school office and at the district office) and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services.

Transportation Services F-260-S

Parents are required to transport their child to and from school. Anyone who picks up a student will be required to have your Kid Account card and photo ID. If someone not listed on the child's emergency contact list picks up the child, the parent or guardian must call the office and verify, using their child's security. The safety of our students is of utmost importance.

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.

Standards of conduct are 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.

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.

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.

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

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.

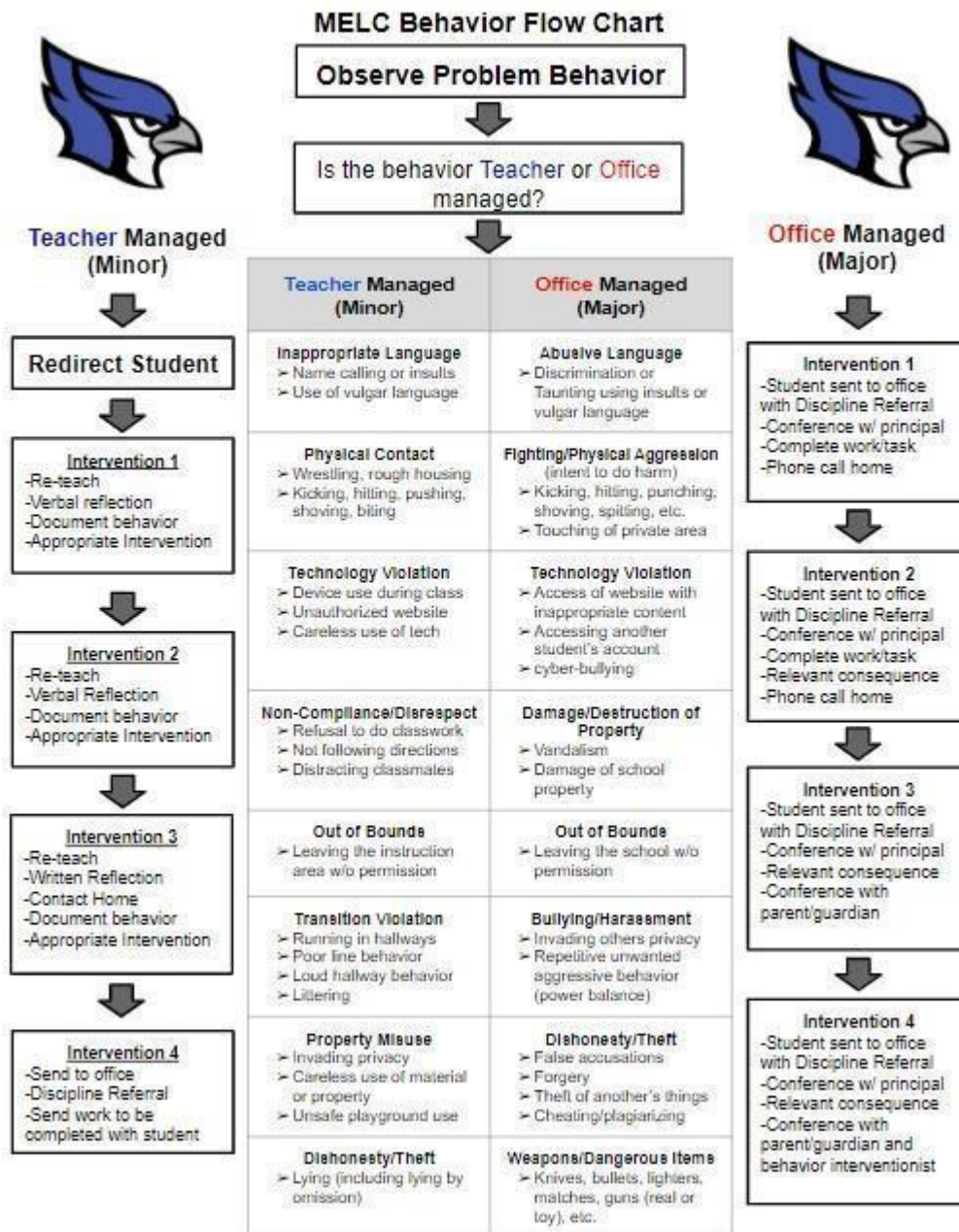
Restitution – The requirement of a student to return or pay for stolen goods or damaged property.

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.

Student Behavior Management/Discipline Procedures

The Marshfield R-1 School District Discipline Procedures is designed to create a safe atmosphere, foster student responsibilities, instill respect for the rights of others, and to ensure the orderly operation of the district school. The MELC Behavior Chart lists minor and major behaviors and how situations will be addressed.



Dismissal of Child from Enrollment in the Program

All reasonable efforts will be made to meet needs of the individual student attending the Marshfield Early Learning Center; however, a student may be dismissed by the program for any of the following:

- Student attendance dips below 80%.
- All students must be fully toilet trained to attend preschool, excluding ECSE students. Students will be given one month to adjust to a school setting. After this point, if a student has 4 bowel/urination accidents within a two-week period he/she can be dismissed.
- A student demonstrates an inability to benefit from the care offered by the teacher or whose behavior is detrimental to the other children (e.g., biting, running away, fighting, verbal abuse, inappropriate language, or deliberately hurting another student or staff).
- Care of a student may be discontinued if the teacher and the parent(s) cannot establish a mutually satisfactory working relationship.
- If there is a threat of safety to the student or of the other students, this may result in immediate dismissal from the program.

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 shall only be used as a method of discipline with the consent of a parent/guardian, when other disciplinary methods have failed to improve student behavior and self-control, and when the District administration believes it will assist in maintaining an atmosphere where orderly learning is possible and encouraged. Corporal punishment shall only be administered by a building administrator and only in the presence of at least one other adult employed by the District.

Reasonable force may be used, when necessary, for the protection of a student or others and property. The District prohibits confining a student in an unattended, locked space except for an emergency situation while awaiting the arrival of law enforcement personnel.

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.

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 rules.

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 Assistant Principal.

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

Bullying Report forms are available in the Assistant Principal's office at any time. Students and parents are also encouraged to report any bullying or other concerning behavior, through the Marshfield Schools App under "Tip Line" and is also available on the District's website.

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:

Title: Assistant Superintendent of Operations
Name: Josh Hume
Email: josh.hume@mjays.us
Phone: (417) 859-2120 ext. 9009

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:

Title: Superintendent of Schools
Name: Garrett Lowder
Email: garrett.lowder@mjays.us
Phone: (417) 859-2120

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: Josh Hume , Assistant Superintendent of Operations
Address: 170 State Highway DD, Marshfield, MO 65706
Email Address: josh.hume@mjays.us

Phone #: (417) 859-2120 ext. 9009

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

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

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

Public Notice

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

Student Searches S-175 -S

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

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

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.)

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, or any knife, regardless of blade length; 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

Preschool Program Curriculum

The Marshfield Early Learning Center program curriculum is the Emergent Language and Literacy Curriculum (ELLC) aligned with the Missouri Department of Elementary and Secondary Education Early Learning Standards. We work to create a nurturing environment that is physically and emotionally safe for each child. Learning activities are structured around developmentally appropriate practices and incorporate a broad scope of communication, motor development, play skills, social interaction, pre- kindergarten readiness skills.

Marshfield Early Learning Center Class Descriptions

State Funded:

To help all children succeed in kindergarten and primary grades. Families receiving food stamp benefits or who qualify under the Free and Reduced Meal Program are eligible to attend. If eligible for state preschool funding, attendance and parent involvement activities are required.

Several classes are offered half days Tuesday through Friday. There will also be one full day state funded class for those that qualify. If the family's financial status changes, student will be required to move to a half day state funded or title preschool class.

Title 1:

To help all children succeed in kindergarten and primary grades, Title 1 funds may provide preschool education. All preschool children who reside in the school's attendance area are eligible to attend. If a waiting list is needed, four year students are to have priority. Title 1 preschool is required to use one of the Department of Elementary and Secondary Education (DESE) approved curriculums. Attendance and parent involvement activities are required. Classes are offered half days Tuesday through Friday.

Integrated Early Childhood Special Education:

Integrated preschool classes are for children between three and five years of age who require special education programming. Typically developing children are also enrolled in the preschool programs to ensure strong and appropriate peer modeling. The Marshfield R-1 School district values inclusion as the optimal method of teaching children with disabilities. Students with and without disabilities benefit from this philosophy, as the classes provide rich, language-based curriculum with a multi-sensory, developmental approach to teaching. There is strong commitment to helping all children develop self-respect, positive peer relationships, self-control, and friendships based on mutual respect.

Administration reserves the right to remove an integrated student from this setting, shall the student actions and behaviors not be reflective of a peer model student.

Self-Contain Early Childhood Special Education:

The ECSE self-contained classroom are for children between three and five years of age who requires special education programming. The child's development is significantly below that of his/her peers. Significantly below is defined as performance at/or below 1.5 standard deviations of the mean on standardized assessment instruments in any TWO developmental areas OR below 2.0 standard deviations in any ONE area of development except for the area of speech.

Areas of development that can be used for eligibility determination include:

1. Cognitive/General Intelligence
2. Adaptive Behavior
3. Communication (Speech and Language)
4. Physical/Motor (Gross and Fine)
5. Social/Emotional

Preschool/Kindergarten Screening

All preschool students that attend The Early Learning Center will go through preschool or kindergarten screening (March-April). This is a snapshot of your child's behavior and academic level. Preschool students that are in the ELC will be pulled from class for screenings without an appointment. Results will be shared with the parent/guardian in a timely manner.

Parent Engagement Opportunities

At least two times each year, parents and guardians are invited to participate in events to play and learn alongside their child. These visits are designed to be both fun and meaningful, giving families a chance to engage in hands-on learning together. Research shows that strong family engagement can support positive health habits, including increased participation in school-related physical activity, and can also contribute to improved educational outcomes.

Transportation Information for Daycare Attending Students

If your child attends one of the three local daycare centers in town, we offer mid-day transportation to and from these locations if there is enough need. Parents are responsible for dropping their child off at the Early Learning Center (ELC) in the morning and picking them up after school.

For safety, all children are required to use the provided 5-point harness system while on the bus.

We expect all students to demonstrate appropriate behavior and follow the rules established by our school district and the bus driver. Bus drivers will review and explain key expectations, including seatbelt use, avoiding safety hazards, minimizing noise disruptions, and proper disposal of litter.

Please Note: Riding the school bus is a privilege. Student safety is our highest priority, and all behavioral expectations are in place to ensure a secure environment. If a student is dysregulated before boarding the bus, they will not be permitted to ride, and parents will be contacted for pickup. Repeated incidents may result in the student losing bus riding privileges.

Assessment Program I-195-S

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 can be accessed at <https://sites.google.com/a/mjays.us/curriculum/>

Promotion, Acceleration, and Retention of Students I-185-S

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students in the schools will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision for retention must first contact the building

principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the close of school. The process for reading assessments and remediation, and retention guidelines for students who fail to meet the District's objectives for reading are outlined below.

Reading Levels and State-Mandated Retention

- *Third Grade Students*

Third grade students who cannot demonstrate a reading level at or above the third-grade level will be administered a reading assessment within forty-five (45) days of the end of their third-grade year. If this assessment reflects that the student is reading below the second-grade level, the District will design and implement a reading improvement plan for the student's fourth grade year. The reading improvement plan must include a minimum of thirty (30) hours of additional reading instruction or practice outside the regular school day during the fourth-grade year. In addition, the District may require the student to attend summer school for reading instruction as a condition of promotion to the fourth grade.

- *Fourth Grade Students with Reading Improvement Plans*

Within forty-five (45) days of the conclusion of the fourth-grade year, the District shall administer another reading assessment to those fourth-grade students for whom reading improvement plans had been designed. If this assessment reveals that the student is reading below a third-grade level, the student shall be required to attend summer school to receive supplemental reading instruction. At the conclusion of summer school, the student shall be given another reading assessment. If the student is still reading below third grade level, the student shall not be promoted to fifth grade. Students shall not be retained more than once on the basis of their inability to satisfy the third grade or fourth grade reading standards. However, the District may, at its discretion, retain any student with a reading improvement plan who has not completed summer school for supplemental reading instruction.

- *Fifth and Sixth Grade Students*

The reading assessment process shall be repeated on a yearly basis through the end of students' sixth grade years, accompanied by a corresponding increase in the required reading level. The reading assessment process will also be applied to students who initially enter the District in grades four, five or six and who have been determined to be reading below grade level. The permanent record of students who are determined to be reading below the fifth-grade level at the end of the sixth grade shall carry a notation stating that the student has been unable to meet the minimal reading standards. That notation will be removed from the student's record once the District determines that he or she has met the standards.

Exceptions

The following students are exempt from the reading assessments:

1. Students receiving special education services under an Individualized Education Program (IEP) pursuant to Section 162.670, RSMo.
2. Students who are receiving special education services pursuant to Section 504 whose service plan includes an element addressing reading.
3. Students who have limited English proficiency.
4. Students who have insufficient cognitive ability to meet the reading requirements. However, a reading improvement plan shall be provided for these students in accordance with law

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 in the office of Melynda Van Note, Director of Special Programs, 170 State Hwy DD, Marshfield, MO 65706, (417) 859-2120 ext. 9007, sherry.davis@mjays.ys. 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 – 4:30 pm) in the office of Sherry Davis, Director of Special Programs, 170 State Hwy DD, Marshfield, MO 65706, (417) 859-2120 ext. 9007, Sherry.davis@mjays.us. Alternative times are available by request.

This notice will be provided in native languages as appropriate.

Technology F-265-S

Cell Phone Guidelines

Developments in cell phone technology in recent years have resulted in enhanced communication opportunities. However, the use of cell phones in school poses increasing risks of school disruptions, bullying, criminal activity, and academic dishonesty. As a result, the possession and use of student cell phones, digital cameras and similar electronic devices during the instructional day shall be restricted as set forth in the student handbooks.

Cell phones are to be turned off and not in use during the school day. Failure to meet these cell phone expectations will result in cell phone confiscation by the teacher or administrator. The parent or guardian could be required to pick the cell phone up from the office. If a message needs to be relayed to your child, please call the building office.

Students may not use their cell phones to take pictures on school property or on school buses. Taking pictures in areas where privacy is expected, such as locker rooms, restrooms, etc., is a criminal offense and will be turned over to law enforcement and dealt with as a disciplinary issue by the school. (This includes during the school day, as well as during extra-curricular events.)

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.

Technology Devices

All elementary buildings provide learning opportunities utilizing student devices. The devices available vary by the building and include, but are not limited to, iPads, chromebooks, laptops, PCs, etc.

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).

Students using District-owned technology devices, such as a Chromebook, will be held responsible for any inappropriate material downloaded on the device. Students will lose the privilege of using the device for the remainder of the year.

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.

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

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Building Information

Grading and Reporting System

Marshfield Early Learning Preschool will measure how students are doing in meeting the Missouri Early Learning Standards. Missouri Early Learning Standards (MELS) are a framework of expectations for what children can do from infancy to kindergarten entry. Each standard includes a description of what the child may be doing to demonstrate meeting the standard, as well as, activities to give adults examples of ways to support the child in learning and mastering a skill or knowledge.

Using the MELS promotes the understanding of early learning and development, provides a comprehensive set of early childhood educational expectations for children’s development and learning, and guides the design and implementation of curriculum, assessment and instructional practices with young children.

Students’ progress is indicated by the following scores:

- 1 (Not Yet)
- 2 (Emerging)
- 3 (Mastered)

Reporting periods will be three times a year: October, March, May

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 District Communication Platform system to notify students and parents/guardians. Announcements will also be made on Springfield television and radio stations. These media are always notified immediately after a decision is made on school closing. If you do not hear/receive an announcement that school will be closed or dismissed early, school will be in session for the entire day.

Please do not call the administration or radio/TV stations for this information.

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

Arrival and Dismissal Procedures S-165-S

Enter from Elm St and follow around to the front of the building to the cones. An adult will assist students in/out of the vehicles and into the building. Please stay in your vehicle to keep the line moving. Do not pass any cars in line for the safety of the children and staff. If you are more than ten minutes late dropping off or picking up, you must pick up/drop off your child in the office. If you are 15 minutes late picking up, a \$5.00 late charge will be added every five minutes.

When picking up a child at dismissal, parents and guardians are required to present their Kid Account card and a photo ID. Parents need to place their child's name tag (provided at Sneak Peek) in their car window when picking up their children. School staff will deliver children to their cars. If you need to leave early with your child, come to the office and the secretary will call the classroom. The Kid Account card and photo ID will still be required when picking up a student early. The teacher will send your child to the office, and you may leave from there after signing your child out.

**For security purposes each student will be assigned a unique security code that parents/guardians or others will be required to -when making transportation changes over the phone.

Deliveries

Food items may be delivered to any District building, but must be checked in through the office.

Parties/Celebrations

The Early Learning Center will have two (2) parties during the coming school year. Parties are usually planned in advance by building action teams. Parents and guardians are welcome to assist. Please let your teacher know if you are interested in helping in any way. Volunteer forms must be filled out and complete, along with the safety registry.

Due to the risk of possible transmittal of infectious disease, homemade food items may not be served to our students. Parents wishing to provide party treats are welcome to bring commercially prepared food items.

Birthday parties are NOT hosted at school. In order to honor your child's special day, you may provide a store-bought treat for your student to share at the teacher's discretion. Treats may be dropped off at the office. Please ask your child's teacher if there are any allergies in the classroom.

Custody of Students

Students will not be released to the custody of anyone except custodial parents, legal guardians, or other persons designated in writing by the parent or guardian. Persons requesting to pick a child up at school will be required to produce the security code** or some sort of photo ID to verify identity. If the school secretary is in doubt about who is picking your child up, she will attempt to call the legal guardian for oral permission. We will not release a child to brothers or sisters without the code or written/oral permission from the legal guardian. If a custody issue exists within your family, it is your responsibility to supply us with the necessary court-generated documents to support your custody claims.

****For security purposes each student will be assigned a unique security code that parents/guardians or others will be required to present when picking a student up from school. Any notes or phone calls must include this security code.**

Emergency Drill Procedures

Regular drills are held throughout the school year to maintain a level of preparedness in case of actual emergencies. These drills consist of: FIRE, TORNADO, INTRUDER and EARTHQUAKE. Drills should be conducted as if an emergency really exists. There should be no play, yet no one should be so anxious as to become unduly excited and lose his/her better judgment. Occasionally exits will be blocked to force use of alternate exits as a practice exercise.

Field Trips

Preschool school students may be offered at least one field trip per school year on a Monday. Since bus transportation is not available, parents are responsible for bringing their child to the field trip. Parents are also required to stay with their child for the duration of the field trip. Attendance will be taken on field trips for safety reasons.

Parent Portal Access

Parents or guardians are able to view some of your child's school information online through the "Parent Portal". The following information that will be available includes:

- Attendance history – you will be able to see the dates your child was marked tardy, or absent from school, current to the previous school day.

In order to use this service, you will need to complete a registration form. (If you registered last year, you do not need to do it again.) You must have an email account to use this service, and you must have read and signed the disclaimer included in the registration form. You must complete a separate registration form for each child. Please call your child's principal if you have questions about this service.

District Communications Platform

Keeping you informed is a top priority at Marshfield R-1 School District. That's why we use a District Communications Platform, which will allow us to send a telephone or e-mail message to you providing important information about school events or emergencies. We use the District Communication Platform to notify you of school delays or cancellations due to inclement weather, as well as remind you about various events, including report card distribution, open house, field trips, etc. In the event of an emergency at school, you can have peace of mind knowing that you will be informed immediately by phone.

The successful delivery of information is dependent upon accurate contact information for each student, so please make certain that we have your most current phone numbers. If this information changes during the year, please let us know immediately.

What Should not be Brought to School

If an item is not **needed** at school, it should not be brought to school. Items that may not

be brought to school include, but are not limited to: matches, lighters, tobacco in any form, knives, water guns and other squirting devices, artificial noise makers, fireworks (including snapping pops and similar devices), pea shooters, trading cards, and all other items that can cause disruptions.

Toys may be brought to school for show-and-tell only if the teacher approves, but may not be taken outside. No electronic devices are allowed at school unless approved by the teacher.

District Policy Information

English Language Learners S-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 of Coordinator: Dr. Stephanie Vickers, Assistant Superintendent of Academics
Address of Office: 170 State Hwy DD, Marshfield, MO 65706
Phone #: (417) 859- 2120
Email: stephanie.vickers@mjays.us

Physical Examinations and Screenings S-146-S

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

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 building principal.

All District policies can be located at: <https://www.mjays.us/Page/1>

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, 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

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

1. The District will not generally grant requests for transfers but the District will make limited exceptions based upon educational needs of the student. Resident parents/guardians may request a transfer to another school within the District by completing the transfer request form available on the website. All transfer requests will consider a school's space and class sizes. The District may rescind a transfer for any reason, including but not limited to, disciplinary issues

and absenteeism. Any student who transfers to a school outside the student's attendance area based upon residence will be subject to all eligibility rules of the Missouri State High School Activities Association (MSHSAA). The final decision regarding a student transfer rests with the District administration. The District will not provide transportation outside the student's attendance area unless required by law. The Board authorizes the Superintendent to establish student transfer procedures.

2. The Superintendent or designee may transfer students between schools if a transfer is necessary for the student's safety, health, or welfare, or to address overcrowding in a school. The decision of the Superintendent regarding a student transfer will be final.
3. Students who are homeless or in foster care may attend their school of origin if it is in the student's best interest. The District may assign District students with disabilities (served under the provisions of an Individual Education Plan (IEP) or Section 504 Plan (504)) to a school outside the student's attendance area as determined by the IEP or 504 team. In special circumstances, and at the mutual discretion of the participating school Districts, Districts may contract for necessary services for students with disabilities.
4. The District will consider students placed into programs by the Missouri Department of Mental Health (DMH), the Department of Social Services (DSS), or by a court order a resident of the District in which the program is housed. The District will allow a student to attend another school within the District if that student is enrolled in a persistently dangerous school or becomes a victim of a violent criminal offense on school property as mandated by state regulations.

Trauma-Informed Schools Initiative

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

Tobacco-Free Policy C-150-S

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

Firearms and Weapons F-235-S

The District prohibits the possession of weapons, including concealed weapons, 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.

Additional Public Notice Information

Parental Information and Resource Center (PIRC)

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>.

Homeless

The Board of Education is committed to providing equal access for all eligible homeless

students to a free, appropriate education in the same manner as is provided to other District students. In carrying out this commitment, the District will identify and assess the needs of the District's homeless students; provide for the placement of its homeless students in the school of best interest; provide access to the District's programs; and appoint a homeless coordinator. The Superintendent will review all District policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding transportation, immunization, residency, birth certificates, school records and guardianship. Contact Marshfield R-1 Superintendent's office, 170 State Hwy DD, Marshfield, MO 65706, telephone 417-859-2120.

Every Student Succeeds Act of 2015 (ESSA) Complaint Procedure

What is a complaint under ESSA?

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.

Who may file a complaint?

Any individual or organization may file a complaint.

How can a complaint be filed?

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

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 locally developed and adopted procedures.

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.

How can a complaint be filed with the Department?

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

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

How will a complaint filed with the Department be investigated?

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

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.

4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, and/or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

In addition to the procedures listed in the point 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).

How will appeals to the Department be investigated?

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

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.

Surrogate Parent Program

Pursuant to the requirements of state law 162.997, RSMo, the State Board of Education is required to appoint a surrogate parent at such time as it becomes evident that a child with a disability does not have a parent or a person acting as a parent to participate in matters dealing with the provision of special education. For purposes of surrogate parent appointment, "parent" is defined as a biological parent, a guardian, or a person acting as a parent of a child including, but not limited to, a grandparent, a step parent, or a foster parent with whom the child lives. The term does not include the State if the child is a ward of the State. The term does not include a person whose parental rights have been terminated.

The local school District is given the responsibility to determine when a child with a disability who requires special education and who resides in the District is without a parent. The District must notify the Missouri Department of Elementary and Secondary Education of the need to appoint a surrogate parent. Training for persons as surrogate parents will be provided by the Missouri Department of Elementary and Secondary Education and the District. If you are interested in volunteering to serve as a surrogate parent, more information can be obtained from the District's surrogate contact person, Sherry Davis, Director of Special Services.

Earthquake Safety for Missouri Schools

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.

A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to un-reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves? Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

Prepare a Home Earthquake Plan

- Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you.

- Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.
- Choose an out-of-town family contact.
- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.
-

Know What to Do When the Shaking BEGINS

- DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.
- In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.
- If you are in bed, hold on and stay there, protecting your head with a pillow.
- If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.
- If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

- Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.
- Check others for injuries. Give first aid for serious injuries.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)
- Listen to the radio for instructions
- Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Use the telephone only to report life-threatening emergencies.

The information contained in the flier was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_00.html, Missouri State Emergency Management Agency website (<http://sema.dps.mo.gov/EQ.htm>) and the Federal Emergency Management Agency website (<http://www.fema.gov/hazard/earthquake>). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455

Additional Public Notices may be located on the District's website at:
<https://www.mjays.us/domain/1087>.

Signature and Form Requirements

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

Throughout the school year, there may be times that the District staff, the media, or other organizations, with the approval of the school principal, may take photographs of students, audio/videotape students, or interview students for school-related stories in a manner that would individually identify a specific student. These images or interviews may appear in District publications, District-approved social media sites, in the news, or other organizations' publications.

I, Parent/Guardian of (please print) _____, provide to my child's school and to the District permission to use my child's photographs, image, and/or recordings for the purposes mentioned above. I understand and agree that the District may use these photos and/or videotaped images in subsequent school years unless I revoke this authorization by notifying the school principal in writing. Further, I consent that such photographs, images, recordings are the property of the school for District use clear of any claim on my part. I therefore agree to allow my child to be photographed, audio/videotaped, or interviewed by the news media or other organization for school related stories or articles.

Parent/Guardian Signature:

Parent/Guardian Name (please print):

Date:

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

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

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

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

Name of Student (please print:)

Email Address(es):

Parent/Guardian Signature

Parent/Guardian Name (please print):

F-265-P Technology Usage Agreement Form Form B
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.

C-105-P District Rules and Guides Form A
Student/Parent Handbook Acknowledgment

I acknowledge that I have received and reviewed the 2025 -2026 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.