HARDEMAN R-X

SCHOOL DISTRICT

2020-2021



ELEMENTARY

STUDENT HANDBOOK

**PAUL VAILLANCOURT     SUPERINTENDENT**

**KRISTY L. FORRESTER     PRINCIPAL**

[**http://www.hardemanschool.com**](http://www.hardemanschool.com)

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**2020-2021 BOARD OF EDUCATION**

**Isaac Christy Board President**

**Dann Russell Board Vice-President**

**Derek Davis Board Treasurer**

**Shane Christy Board Member**

**Kelly Boyer Board Member**

**Dennis Gessling Board Member**

**Mike Jewell Board Member**

**Kristy Forrester Board Secretary**

**2020-2021 FACULTY/STAFF ROSTER**

**Paul Vaillancourt Superintendent**

**Kristy Forrester        Principal+ELA+5-8 Social Studies**

**Rayetta Leimkuehler Secretary+Bookkeeper**

**Michelle Whyte Preschool Teacher**

**Kim Griffin Kindergarten Teacher & Student Council Sponsor**

**Kendi Deal                                        1st & 2nd Teacher**

**Hadley Sims                                       3rd & 4th Teacher**

**Jodi Blumhorst 5th & 6th Homeroom & ELA+5-8 Math**

**Jeanne Parkhurst Special Education Teacher**

**Sara Boston ELA+5-8 Science+8th Grade Sponsor**

**Josh Hubbard                                    PreK thru 8th PE**

**Derrian Fletcher PreK thru 8th Music**

**Ashley Hubbard PreK thru 8th Art + SpEd and Teacher Aide+8th Grade Sponsor**

**Kathy Monning                                 Nurse Consultant, RN**

**Steven Stewart                                  Custodian + Food Service**

**David Sitzes                                       Bus Driver**

**Judy Coble                                     Bus Driver + Bldg Aide**

**Hand to Hand Rehab                        Speech & Occupational Therapies**

**Steve Weekley Basketball Coach**

**Cindy Imhoff and Megan Parkhurst Cheer Sponsors**

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| --- | --- |
|  | **Hardeman R-10 School** |
| **AUGUST** | **2020-2021 Board Approved School Calendar**  |
| **5** | **SCHOOL HOURS****FULL DAYS 7:40-2:45****EARLY OUT DAYS 7:40-12:00**

|  |
| --- |
| **Registration** |

 |
| **13 & 14** | **New Staff Work Day**  |
| **17, 18, 19 & 20** | **Staff Work Days**  |
| **24** | **1st Day of School**  |
| ***SEPTEMBER*** |  |
| **7** | **No School-Labor Day\*Us and Marshall** |
| ***OCTOBER*** |  |
| **7** | **Early Out at 12:00 a.m. -Prof Dev** |
| **16** | 2BLUEHORNET.bmp**End of 1st Qtr (39 Days)** |
| **29** | **Early Out at 12:00 \*\*then Parent Teacher Conferences (12:30 to 7)** |
| **30** | **No School - After Conferences** |
| ***NOVEMBER*** |  |
| **4** | **Early Out at 12:00 a.m. -Prof Dev \***  |
| **25, 26, 27** | **No School-Thanksgiving Break** |
| ***DECEMBER*** |  |
| **18** | **Early Out at 12:00 a.m. - End of 2nd Qtr (41 Days)** |
| **21-31** | **No School - Christmas Break** |
| ***JANUARY*** |  |
| **1-4** | **No School - New Year's Break** |
| **4** | **Staff Work Day**  |
| **5** | **3rd Qtr begins**  |
| **18** | **No School-ML King Jr. Birthday Recognition**  |
| ***FEBRUARY*** |  |
| **3** | **Early Out at 12:00 a.m. -Prof Dev** |
| **15** | **No School-President's Birthday Recognition**  |
| ***MARCH*** |  |
| **3** | **Early Out at 12:00 a.m. -Prof Dev** |
| **10** | **End of 3rd Qtr (45 Days)** |
| **MARCH 11, 12, 15 & 16** | **Second Sem. Conferences will be ONLY provide on "As Needed Basis."** |
|  | **Your child(ren) homeroom teacher's will contact you ONLY if needed.** |
| **17** | **Early Out at 12:00 a.m. -Spring Break (Make-Up Day)** |
| **18** | **No School - Spring Break (Make-Up Day)** |
| **19** | **No School - Spring Break**  |
| ***APRIL*** |  |
| **2** | **No School - Good Friday**  |
| **5** | **No School - Easter Break (Make-Up Day)** |
| **7** | **Early Out at 12:00 a.m. -Prof Dev** |
| ***MAY*** |  |
| **14** | **Last Day !! Early Out at 12:00 a.m.-End of 4th Qtr (43 Days)** |
| **17 - 21** | **Weather Make-Up Days, if needed** |
| **JUNE** |  |
| **?????** | **Staff Work Day**  |
|  | **TOTAL DAYS OF SCHOOL - 168 for 1081.23 HOURS** |
|  |  |
|  | **\*\*37.23 Inclement Weather Make-Up Hours are included.\*\*** |
|  |  |
|  | **\*\*PLEASE MAKE SURE YOUR CHILD (CHILDREN) HAVE A PLAN FOR**  |
|  | **PROMPT PICK UP AT 12:00 NOON ON THE ABOVE UNDERLINED EARLY OUT** |
|  | **DATES, IF NOT A BUS RIDER. \*\* -THANK YOU** |

**MISSION STATEMENT**

“To provide a quality education that prepares all children for a successful future.”

**BELIEF STATEMENTS**

1. We believe in success.
2. We believe each student can be successful at Hardeman School.
3. We believe in offering each student a challenging academic program.

**DISTRICT EXPECTATIONS**

1. We expect you to meet that challenge.
2. We expect you to begin to demonstrate enough maturity to understand the value of what school offers you.
3. We expect you to complete all work assigned to you to the best of your ability.
4. We expect you to treat others with respect and courtesy.

**IMPORTANT PHONE NUMBERS   \*\*\*911**

Hardeman School 660-837-3400

Hardeman School Fax 660-837-3411

Marshall High School 660-886-2244

Slater High School 660-529-2278

Saline Co. Rural Fire Department 9 1 1

Slater Fire Department 660-529-2450

Missouri State Highway Patrol 660-524-1407

Saline County Sheriff 660-886-5511

Boone Hospital Center 573-875-4545

Fitzgibbon Hospital 660-886-7431

Saline County Public Health Office 660-886-3434

**HOTLINE**

The students’ safety is a top priority for us. If you are aware of a situation that jeopardizes the safety of anyone at school, immediately notify a member of the school staff.  If you are uncomfortable bringing this situation to the attention of an adult you know, call the Missouri School Violence Hotline at 866-748-7047. Your call may be anonymous.

**WELCOME**

We would like to welcome you to the Hardeman R-10 School District.  Many new friendships await you every day in the associations you may expect at your new school.  The building, equipment, teachers, and administration are here for your benefit.

This Student Handbook has been prepared to assist each student in adjusting to life in our school.  The Administration and Board of Education believe that an understanding by each student of the school rules and regulations is necessary in order to create a learning atmosphere, and to maintain each student’s individual rights. The Student Handbook should be read by each parent/guardian and discussed with his/her student.  ***The attached Handbook Verification Page (at the end of the handbook) must be signed and returned to the office*.**

**STUDENTS WILL NOT BE ALLOWED TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES UNTIL A HANDBOOK VERIFICATION PAGE HAS BEEN SIGNED AND IS ON FILE IN THE OFFICE.**

**ATTENDANCE POLICY**

**As of the 2014-2015 school year, all enrolling kindergarten students must have reached the age of five on or before August 1st.**

School begins at 7:40 am and ends at 2:45 pm.  In the morning, students not riding the bus SHOULD NOT arrive on the school grounds before 7:20am.  Students are not allowed to enter the building until 7:20am. School buses will unload at 7:20am in front of the school building.  All students that are not being dropped off by the bus should be dropped off in the parking lot that is adjacent to Highway 41. All students should leave the school building/grounds at 2:45pm unless they are under the direct supervision of a teacher or sponsor. Students that are being picked up by a parent/guardian should also be picked up in the parking lot that is adjacent to Highway 41. **Students in the building outside of the normal building hours who are without a teacher or sponsor are subject to disciplinary action.**

Parents/guardians who are picking up students before the regular dismissal time will need to come to the office and have Mrs. Leimkuehler sign the student check-out sheet. Mrs. Leimkuehler will have this in her desk as this form is confidential. This is a security measure for the safety of your child. Students will not be allowed to leave school with anyone other than their legal parent or guardian unless written permission from the parent/guardian is on file in the office. It is the responsibility of the parent or guardian, at the beginning of the school year, to provide the office with the names of individuals who will be permitted to pick up the student. A telephone call will be accepted only if there is an emergency and the identity of the caller is verified**.**

All students are expected to attend school regularly in order to have the maximum benefit from the instructional program. **Regular attendance is extremely important**. Each student is expected to attend school every day except when illness, injury, or some other condition beyond his/her control prevents the student doing so. Frequent absences for any reason can almost guarantee difficulty and failure in class work. Attending school regularly is directly related to developing good habits of punctuality, self-discipline, responsibility, achieving higher grades, enjoying school more, and becoming better citizens.  **If a child must be absent for any reason, call the school office on the first day of the child’s absence.**

A student shall be allowed ten (10) absences per school year. Excessive absences, excused or unexcused, have a detrimental effect upon academic progress and may be one factor considered in promotion/retention decisions.  Absences of more than 10 days, whether or not they are in succession, must be authorized by a physician or administrator, or the absence may be treated as a truancy.  After 15 absences, a letter may be sent to the proper authorities.

Students who accumulate in excess of ten (10) days in any class are subject to loss of credit for that class. (Days of student out of school suspension are counted as unexcused days absent for purposes of this policy.) Assignments missed due to unexcused absences will result in loss of credit for work completed.  See Policy 2310 for complete policy information.

Any student sent home from school will not be allowed to participate or attend any school related functions as specified under the medications section of this handbook.  Please refer to this section for more details.

One of the two following methods for reporting absences to the office for verification must be used in the instance of an absence:

1. A telephone call from the parent/guardian to the secretary **on the day of the absence or prior to the absence.**
2. A note from the parent/guardian explaining the reason for the absence **on the day the student returns to school.**
3. If you do not notify the school upon the student’s return, their days will count as unexcused and they will not be able to make up their work which will result in zeroes.

Absences may be excused or unexcused for the following reasons:

|  |  |
| --- | --- |
|  | **EXCUSED ABSENCES** |
| **1** | **Nurse Sent Home** |
| **2** | **Sick with Note or Call** |
| **3** | **Doctor Appointment or Doctor Note** |
| **4** | **Family Emergency or Funeral** |
| **5** | **Family Out of Town with Notice** |
| **6** | **Getting Needed Immunizations** |
|  |  |
|  | **UNEXCUSED ABSENCES** |
| **1** | **Absent with No Note or Call** |
| **2** | **Family Out of Town with No Notice** |

**Long-Term Absences**

In the event a student is to be absent from school due to an illness or accident for more than five (5) consecutive school days during a semester, the parent will provide written verification from a physician or other health care provider.

**Excessive Absenteeism**

Excessive absenteeism may result in one or both of the following:

1. Student retention at present grade for following year.
2. Mandated tutoring time before or after school to catch up on work with transportation provided by parent.

**Perfect Attendance**

A student must not miss a single minute of any school day for the entire school year in order to achieve perfect attendance.

**Tardy Policy: Late Arrival to School**

A student is considered tardy if he/she arrives **after** 7:40 am.  The student MUST report to the office and have Mrs. Leimkuehler sign them in upon arrival.  If a student is tardy more than thirty minutes, the result will be a truancy in-school and the student will be counted absent for the hour.

NOTE:  The tardy policy is based on a quarter.  Therefore, at the conclusion of one quarter, the slate is wiped clean for the beginning of the next quarter and the process will be repeated as necessary.

**After School Plan**

As e-mail has become a preferred method of communication, if there is going to be a change in your child’s plan for after school, please initiate the e-mail before 10:00 am.  After 10:00 am, there is no guarantee that the staff will be able to check their e-mail for the remainder of the day.  After 10:00 am, all correspondence must be made by phone call to the main office.  If you have not received a reply by 12:00 pm from the staff that you e-mailed, please assume they are absent that day and contact the office.  The school would prefer that important changes to your child’s plan for after school be made by a phone call to the office.  **Please make yourself aware of early dismissal dates as indicated on the school calendar in the front of this handbook and have a plan for your child(ren) so they may leave the building promptly at 12:00 Noon.**

**BUS DRIVERS/TRANSPORTATION**

The bus drivers are strictly in charge of their buses and are expected to report to the administrator any failure of cooperation on the part of the students. Inquiries as to routes should be referred directly to the administrator’s office. Complaints about bus problems should be referred to the administrator.

**PERMISSION** ***must*** be given by the parent/guardian before students will be permitted to ride a bus other than their assigned bus or to get off at a stop other than their assigned stop.

**Students will be picked up and dropped off at appointed stops.  In the event that your child is not able to self-supervise, it will be the parents/guardians responsibility to make supervision arrangements.  Students will not be permitted to stay on the bus past their designated stop.   Personnel have no affirmative duty to assess if a student’s parent/guardian is available.**

**Bus Regulations**

Transportation regulations conform to the Missouri State Transportation Code.  Students are encouraged to ride the school buses to increase ridership and promote safety.  All students riding buses operated for the Hardeman R-10 School District, either on daily routes or authorized trips, shall follow these regulations:

**The bus driver is strictly in charge of his/her bus and are expected to report to the administrator any failure of cooperation on the bus. Problems should be referred to the administrator as well. *PERMISSION must be given by the parent or guardian before students will be permitted to ride a bus other than their assigned bus or to get off at a stop other than their assigned stop.***

***REGULATIONS***

**1. Students must obey and respect the orders of the bus driver.**

**2. The driver may assign any seat for a student. Three students will use one seat, when necessary.**

**3. Loud, unnecessary noise, shouting, profanity and scuffling are prohibited. Ordinary conversation and classroom conduct is to be observed.**

**4. All student handbook rules apply, as if the student were at school, while on the bus.**

**5. Moving inside the bus from seat to seat is prohibited at all times during the route.**

**6. Students must not at any time extend arms or any part of their body from the bus window.**

**7. Students do not throw items, including trash and paper on the floor or out the windows at any time. Throwing items of any nature is prohibited.**

**8. *No animals of any kind are to be brought on the bus.***

**9. No glass items are to be brought on the bus (fish aquariums, jars, etc).**

**10. Any damage to the bus is to be reported to the driver, before boarding or at bus stops.**

**11. Never stand in a roadway while waiting for the bus.**

**12. *Students must be on time – the driver will NOT wait for those who are not ready.***

**13. If the bus provides a radio, it will be used at the driver’s discretion. School authorities prohibit the use of other electronic devices on the bus.**

**14. If a student has been sent home due to head lice, they will not be allowed to ride the bus again until the driver has been given written notice from the school nurse stating the child is lice/nit free.**

**15. Students must enter the school building immediately upon unloading from the school bus. Students are under the jurisdiction of the school and are not to leave school grounds without permission from the school administration.**

**16. Students riding the bus to an activity must ride the bus back to school, unless the student’s parents have, in person, given notice to take their child home.**

**17. Any student not competing in the extracurricular activity must be accompanied by a parent or guardian to ride the bus and permission must be given to the sponsor/coach in advance.**

**18. *Only children 4 year old or older are allowed to ride the bus, as seat belts are not standard equipment on all school buses.***

If these rules and regulations are violated, a student can be denied the privilege of riding the school bus by school administration.  All deviations from established routes will need School Board approval. This type of request will be made in the administrator’s office to be placed on the board agenda.

Bus rider permission was given at enrollment/online registration.

**Riding of the School Bus for School Activities**

Buses maybe provided for students to attend sports events and school activities that are held at other places.  **All school rules, regulations, and penalties that apply to school activities also apply to school trips.**

The following regulations apply to those trips:

1. Students who ride the bus to an activity must also ride the bus back to school unless the student’s parents have, in person given the sponsor a written request to take their child home.
2. Any student not competing in the extracurricular activity must be accompanied by a parent or guardian in order to ride the bus. (Permission of the sponsor to ride is still required)
3. Only children four years old and older are allowed to ride the bus. (Seat belts are not standard equipment on a school bus.)
4. All students are expected to ride the bus to any and all field trips or school-related functions unless circumstances deemed necessary by the administration prevent a student from riding the bus, or if a student has a plan within their IEP or a physician’s excuse that prevents them from being able to ride the bus.  In this case, the student will be transported by a school personnel unless written into an IEP that they are to be transported by their parent/guardian due to individual need.  Upon conclusion of the field trip or school-related function, any student is allowed to ride with a parent/guardian/or other adult as long as hand written consent or face to face consent is given by the parent/guardian, upon being signed out by the parent/guardian or other consented adult approved by parent/guardian.

**Violations of Bus Rules**

**First Referral:** The driver will report the incident to the school administrator.  Depending on the      severity of the infraction, the student will not be allowed to ride the bus until parental contact is made by the administrator.

**Second Referral:** The driver will report the incident to the administrator and a written report will be made and sent home.  The administrator will contact the family the same day as the infraction.  Depending on the severity of the infraction, the student will not be allowed to ride the bus until parental contact is made. There is a possibility of suspension of riding the bus for 1-5 days.

**Third Referral:** The driver will report the incident to the school administrator and a report will be sent home.  A meeting will be scheduled with the student, parent or guardian, driver and administrator to resolve the violation.  There will be a 3-10 day suspension of all bus privileges.  It can result in total suspension of all bus riding privileges.  It will then become the responsibility of the parent or guardian to provide all of the student’s transportation.

Depending upon the seriousness of the situation, any of the above steps may be omitted in orderto move tothose actions listed under “Third Referral”.  The bus driver, activity sponsor, or the school administrator may write the referrals.

**CAFETERIA/FOOD SERVICE POLICIES**

The Hardeman R-10 School District has a closed campus policy. Students are not allowed to leave the school grounds to eat lunch or to go and pick up lunch. The only exception to this rule is when a parent picks up his/her child from school and brings the child back or if there is a school sponsored outing, in which proper supervision is provided by the school. Students are required to take a school lunch tray if they did not bring a lunch from home. This is for every day that school lunch is being offered whether it is a half or full day of school.  Parents/ Guardians are welcome to have lunch with their child when the child’s birthday is being recognized.  If parents/guardians choose to bring lunch from outside of the building, it is only to be shared with the immediate family of the child, such as their siblings.  Otherwise it will be expected for the family to provide the same lunch for the entire classroom. We want to discourage student’s feeling left out, if a special lunch is only shared with certain students.

**Food Service Charge Policy**

The school offers the Free and Reduced Meals Program to those who qualify. Forms are included with every enrollment packet.  **A new form *must* be filled out and returned to the office *every* year in order to qualify unless a student automatically qualifies through Direct Certification.**Students will be charged full price for all meals until the free/reduced meal form has been returned and approved.  Please understand that all information is held strictly confidential. Students who qualify for free or reduced meals are not identified or singled out in any form by any school staff.  Also, once each year there is a verification process to review information.  This information is reported to the Missouri Department of Elementary and Secondary Education-School Food Services Division.

Full price breakfast is $1.60 per day. Full price lunches are $2.30 per day. Extra milk is available for 40 cents, cookies for 25 cents (on Extra Cookie Fridays and only when pre-ordered) and an extra entrée for $1.00 ( ONLY when pre-ordered). Students may pay at the time or it will be charged to your breakfast and/or lunch bill.  Parents/Guardians may file a “No Charging Extras” form with the office. All breakfast/lunch money is to be turned in or mailed to the office. Please send cash payments in an envelope with the student (s) names on the front.

Adult breakfast prices are $1.79 and lunch prices are $3.01 per tray.  Students will be required to pay meal charges on a bi-monthly basis.  Bills are sent home every two weeks. **Due to new federal requirements, if meal charges reach the maximum of $10.00 per student, the situation will be referred to the Board of Education for further action.**  This means you may want to consider paying for meals in advance in order to maintain a level below the $10.00 per student charge amount.

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| **Policy 5550 MEAL CHARGES** |
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| **Support Services** |
|  | **Food Service Program** |

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| **Purpose**The purpose of this policy is to maintain consistent meal account procedures throughout the District. Unpaid charges place a financial strain on District finances. The Food Service Department is responsible for maintaining food charge records and for notifying the District’s accounting department of outstanding balances.**Administration**1. Student Groups:
	* Elementary students will be allowed to charge a maximum of ten ($10.00) dollars.
		1. These meals will include only the menu items of the reimbursable meal.
		2. After the balance exceeds ten ($10.00) dollars, the student may be given a designated menu alternate.
	* Middle School students will be allowed to charge a maximum of ten ($10.00) dollars. After this maximum has been met, no additional charges will be accepted.
	* High School students will be allowed to charge one meal.
2. No charges will be allowed for ala carte foods and beverages.
3. Parents/guardians of students with negative balances will be contacted electronically, by correspondence, by phone call by the District Accounting Office, or by the Food Service Department.
4. On May 15 annually all charging will be cut off.
	* Parents/guardians will be sent a written request for “payment in full.”
	* All charges not paid before the end of the school year will be carried forward into the next school year.
	* Graduating seniors must pay all charges in full. Failure to do so may result in the delinquent student being denied participation in graduation ceremonies.
5. If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals at any time during the school year.
6. Each building principal will send a letter to all parents on or before the first day of school notifying them of the requirements of this policy. This policy will also be published on the District’s website.

**Discrimination Clause****2020-2021 \*\*USDA Non-discrimination Statement: 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, disability, age, 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:** [**http://www.ascr.usda.gov/complaint\_filing\_cust.html**](http://www.ascr.usda.gov/complaint_filing_cust.html)**, 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:****(1)      mail: U.S. Department of Agriculture (2)      fax: (202) 690-7442; or**  **Office of the Assistant Secretary for Civil Rights** **1400 Independence Avenue, SW (3)      email:** **program.intake@usda.gov****.** **Washington, D.C. 20250-9410;** This institution is an equal opportunity provider. |

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The Hardeman R-10 School District’s most current Wellness Plan and Food Safety Plan may be viewed on the school web site at www.hardemanschool.com.

**DISCIPLINE POLICY AND CODE OF CONDUCT**

**Philosophy**

The faculty and staff of the Hardeman R-10 School District are committed to providing students with positive self-esteem, respect for others, responsibility, and good citizenship. We believe in a fair and consistent code of discipline and good, caring classroom management. When problems arise, we will work positively and collaboratively to find solutions.  Our district will be implementing the ideas and philosophies of Love and Logic in order to produce a positive environment for our students.  If a circumstance arises in which Love and Logic is not applicable, our new rewards program will then be implemented. School discipline philosophies and programs are enforced to protect the rights of all.  Please note-there are times when certain infractions are too severe to implement the ideas and philosophies of Love and Logic and our student management system, therefore the administration will administer appropriate discipline techniques when/as needed.

**Discipline Plan**

The pupils’ management plans that are adopted by Hardeman R-10 School District for students grades preschool through third are known as the Love and Logic philosophy and a rewards system created by the Hardeman staff  that incorporates turning work in on time, following procedures, meeting and exceeding classroom expectations, along with other opportunities.    When students meet these expectations, they will have the opportunity to take part in a  variety of things such as rewards trips, field trips,  being able to wear a hat or bring electronics on the last day of the week, as well as other opportunities.   Our philosophy is ***"We accept all children where they are and want them to have a safe learning environment. It is okay for a child to have a problem, but it is not okay for the child to stay stuck there. We will help the child to own responsibility for the problem and to develop a plan to be safe in his/her environment."***

**Our belief is that all children have the right to learn and if a child's behavior interferes with their ability to learn or another child's ability to learn, then we will help that child develop a plan to take responsibility for his/her actions and solve the problem. Some of the things you will see or hear when you are in our schools:**

* **Teachers and staff members smiling and talking one on one with students in a calm, caring manner. They will be listening and trying to get beneath the hurt to the heart of each concern.**
* **Class meetings where shared decision-making takes place.**
* **Teachers offering more choices in the classroom.**
* **Students taking ownership of their problems.**
* **Teachers providing students with grace and accountability.**
* **Students thinking and writing about their choices in a quiet area known as a Safe Spot to regain control of themselves.**
* **Students being provided the opportunity to go to a Buddy Room to gain control of their emotions.**
* **Students being provided the opportunity to go to Recovery Area or isolation until they are able to be safe and productive.**
* **Students being provided with the opportunity to attend school in an alternative classroom placement until they are able to be in control of themselves in a regular classroom placement.**
* **Teachers and students developing plans together.**
* **Teachers meeting with students to visualize the way they will handle a problem situation (Triage).**
* **Teachers forming partnerships with parents. Communicating often regarding the student's plans.**
* **Students with more confidence and increased self-esteem.**

**Please note- there will be occasions in which a student will not be eligible for the rewards trips or other positive reward opportunities due to excessive missing assignments, poor grades, serving after school detentions, being in  ISS, OSS, or other failures to comply with policies and procedures of the school district.  Students will also be expected to participate in all school related functions and programs in which they are being evaluated on their performance.  This includes, but is not limited to, music programs, science fair night, etc. If they are absent without proper excuse such as illness, death in the family, etc, they may be ineligible for rewards trips or other incentives as these programs do require attendance as they are sometimes a large portion of the students overall grade for a particular class.  Ineligibility for reward trips, and other reward opportunities, will be treated like an ISS.  If a student fails to be present on their scheduled ISS day, they will serve their ISS on a day convenient to the administration.**

**Bullying and Hazing**

In order to promote a safe learning environment for all students, the Hardeman School District prohibits all forms of hazing, bullying and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with Policy 2655. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official. In addition, district staff, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing or bullying or plan, direct, encourage, assist, engage or participate in any activity that involves hazing or bullying. District staff will report incidents of hazing and bullying to the building principal. The principal shall promptly investigate all complaints of hazing and bullying and shall administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated. The superintendent will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing and bullying. The district shall annually inform students, parents, district staff and volunteers that hazing and bullying is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions by the coach or sponsor at the start of the season or program.

**Definitions:**

Hazing – For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing consumption of any food, liquor, drug or other substance; forcing inhalation or ingestion of tobacco products; or any other forced physical activity that could adversely affect the physical health or safety of an individual. Hazing may occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try-out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization.

Bullying – For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyberthreats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

**Reporting Bullying Form for the Hardeman School District**

**Bullying Incident Report Form**

If you have been the target of bullying or have witnessed the bullying of a district student, complete this form and submit to the building principal.  If the bullying complaint is against the principal, it should be submitted to the superintendent.  If the bullying complaint is against the superintendent, it should be submitted to the Board of Education.  Reports of bullying will be investigated and disciplinary action will be taken as warranted.

Date Filed:\_\_\_\_\_\_\_\_\_\_  Your Name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Numbers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicate the appropriate response to the following with a check mark(s):

You are a:   Student \_\_\_\_\_\_ Parent \_\_\_\_\_\_ Employee \_\_\_\_\_ Volunteer \_\_\_\_\_\_

Date(s) of alleged bullying: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person(s) alleged to have committed the bullying or harassment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Summarize the incident(s) or occurrence(s) of bullying as accurately as possible.  Attach additional sheets or use the back of this form, if necessary:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Names of Witnesses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Have you reported this to anyone else:   Yes \_\_\_\_\_\_\_        No \_\_\_\_\_\_\_         If yes, who and when?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Complainant:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students have the right to complete this form anonymously.  However, it will be easier for the District to investigate this matter if as much information as possible is provided. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter’s future employment, grades, learning or work environment.  A complainant that falsely accuses someone will be subject to disciplinary action.

**Things To Leave At Home**

1. All pets. Animals on the playground or in the classroom are potentially dangerous.
2. Knives and other sharp objects, toy guns, baseballs, etc. All of these items can be hazardous to other children and should not be brought to school.
3. Money in large amounts. Please send only the money a child needs for the day for the risk of lost money is always present.
4. Toys, unless prearranged with the teacher. Pupils can be easily distracted with their own toys or with those brought by others.

\* Students bringing knives or weapons of any kind to school will be suspended.

**Teacher and Staff Responsibilities**

Each teacher and staff member is responsible to set and teach his or her students specific expectations for responsible and productive behavior in the classroom, and the common areas of the school. Staff members will take the appropriate steps or corrective actions to resolve problems when occurring. Actions which may be taken include, but are not restricted to: verbal reprimand, moving the student to another seat in the classroom, moving the student to another classroom, moving the student to the recovery room, loss of privileges, and/or parental contact. If a student refuses to do work or is a disruption to the learning process, the teacher may decide which steps of the BIST program to implement.

**School Administrator’s Responsibilities**

While most student behavior problems are expected to be resolved at an early stage, when a problem persists or is of a serious nature, the teacher or staff member is to submit a written referral to the school administrator. This referral indicates the student’s behavior. The administrator will review the student’s discipline problem and previous corrective actions, if any, to determine the appropriate level of disciplinary action to be taken. Each step may be repeated as many times as deemed appropriate by the administrator. Each time a student is referred to the administrator his or her parents/guardians will be notified by a phone call and/or in writing.

The principal has the ability to modify, add to, or interpret the rules of the handbook as deemed necessary.

***Student conduct may result in corrective action that extends beyond this policy as***

***determined by administration and Board of Education.***

**Suspension (OSS)**

Any child whose conduct continues to be disruptive to the classroom setting after other means of correction have failed, may be suspended by the building administrator.  The pupil who consistently refuses to follow a teacher’s direction or consistently disregards school regulations may also be suspended.

**Expulsion**

If a student consistently refuses to conform to school policies, rules, and/or regulations, the school administrator may recommend to the Board of Education that the student be expelled from school.  The board will review such recommendations and decide whether to proceed with an expulsion hearing.  Should an expulsion hearing be deemed necessary, the following shall occur:

1. Expulsion action shall begin with a written notification of the charges against the student, which shall be delivered by certified mail to the student, his/her parent/guardian, or others having his/her custodial care.  The written notification will include charges, contemplated action, and time and place of hearing on such charges. The student, parents/guardians, or others having custodial care, shall have the right to attend the hearing and be represented by counsel.
2. The hearing will be closed unless the student, parents/guardians, or others having custodial care requests an open hearing.  At the hearing, the school or counsel shall present charges, testimony, and evidence to support the charges.  The school administrator will present and make oral and written reports, and statements concerning the student’s misconduct.   Witnesses can be cross-examined by the student, parents/guardians, or others having custodial care, or counsel.
3. At the conclusion of the hearing, the Board of Education shall render its decision to dismiss the charges, suspend the student for a specified time, or expel the student from the schools of the district.  Prompt notice of the decision shall be given to the student, parents/guardians or others having custodial care, and counsel.

**Re-admittance From Expulsion**

Re-admittance of an expelled student at the beginning of a school semester may be possible only through the consent of the Board of Education.  The student and/or parents/guardians shall make a request to be heard in a closed session for re-admittance.

**Corporal Punishment**

Corporal punishment will **NOT** be used as a form of discipline. Corporal punishment is deemed to be the hitting or striking of a student.

**Interviews/Searches**

**Interviews with Police or Juvenile Officers/Other Law Enforcement Official**

The Hardeman R-10 School District has legal jurisdiction over students during the school day and the hours of approved extracurricular activities.  **When law enforcement officials find it necessary to question** **students during the school day or during extracurricular activities, the school administrator or designee will contact the parents and acquire parental consent. At this time the MO Division of Juvenile Justice will be called.** Students will be afforded the same rights in dealing with law enforcement officials that exist outside the school. If a student is considered a suspect, the parents will be notified prior to questioning. Students must be informed of their constitutional rights by the law enforcement officials, and students must not be subject to coercion or illegal restraint. Students are expected to cooperate with law enforcement officials within the framework of legal rights. **Parental consent is not required for students to be questioned by the MO Department of Family Services, however, parents will be notified of the questioning after it has taken place.**

**Searches by School Personnel**

School lockers and desks remain the property of the Board of Education and may be searched at anytime without notice.  Students may be requested to submit to voluntary personal searches, i.e. emptying pockets, shoes, and patting themselves down.  Students who refuse to submit to a voluntary personal search may be referred to the appropriate law enforcement officials.  School officials may seize illegal, unauthorized, or inappropriate materials located on school property.

**EMERGENCY PROCEDURES**

During the school year we prepare the children for emergency situations by practicing fire, tornado and earthquake drills. We feel as a school we have procedures that will keep us as safe as possible if we would happen to experience any of the disasters mentioned. To help keep calm and organized in an emergency situation, we ask that you follow these guidelines:

1. **Parents or legal guardians only** will be allowed to take the children from school, only after an all clear has been declared by the proper authorities. **(This means we will not allow a child to leave with a neighbor, friend, or sitter)**.
2. No children will be allowed to walk or ride their bikes home.
3. **Please do not call the school!** (If we do have a line working, we may need that to call for assistance).  Listen to KMMO (102.9 FM) for further information.  Text alerts notifications will also be sent to those who are signed up. (Text alert letter and directions are attached on **page 38.**
4. If buses are running after the all clear and your child normally rides the bus, your child will be placed on the appropriate bus and sent home.

**All teachers and staff will remain with students until they have been picked up.**

**EARTHQUAKE PROCEDURES**

In the event of an earthquake, students will immediately get under the nearest table or desk, being sure that their head is protected, and remain there until the evacuation signal is given. When evacuating, use the designated fire routes for the particular classroom as required.  Detailed information regarding earthquake safety is included on **page 36.**

**FIRE PROCEDURES**

In the event of a fire, everyone should immediately leave the building by the designated exit in an orderly manner. Students should file out in a single file line. The students sitting in the row nearest the windows should see that the windows are ***closed*** before leaving the room. The teachers should direct the class to the assigned exit. The last student should turn out the lights and close the classroom door. When the class is assembled safely outside, the teacher will check the class rolls to determine if any students are missing. After exiting the building, move as far away as possible from the building and at all times students are to respond to the instructions of the faculty. The class will stay outside until the safety signal is given. Designated exit procedures are posted in each classroom.

**SEVERE STORM/TORNADO PROCEDURES**

In the event of a severe storm or tornado students should proceed to the designated classroom (#203) for their classroom and squat in rows as close to the wall as possible. Students should put their heads down and cover them with their arms. Stay away from any type of glass in windows or doors. As always, students should remain quiet and listen for any instructions from the faculty.

**INTRUDER PROCEDURES**

In the event of an intruder in the building or on school grounds, teachers should proceed to shut and lock all doors and pull any students into their rooms. Lights are to be left on and students and teachers are to move to a location in the room where they cannot be seen from the door.  In addition to this, if deemed safe to do so, faculty and students are encouraged to exit premises and get themselves to three pre-approved neighboring locations and remain there until law enforcement or school officials are available to give further instructions.  We have practiced both methods and will continue to practice both methods at least one time per semester with one of the sessions being conducted by our area law enforcement.

**SCHOOL EVACULATION AND REUNIFICATION**

In working with the Saline County Sheriff’s Department, it was decided that an area within our school safety plan that needed to be further developed is establishing a reunification station for our students and our families.

This reunification destination would be only utilized in the event that faculty and students have to evacuate the school property and cannot return (gas leak, fire, etc.)

Law enforcement and school personnel have decided that the best location for reunification with students and their families is at the property of Erich and Hannah Meyer. Their address is 20642 Highway AA, Marshall, MO. This is located approximately ¼ a mile south from the school and is situated on the left hand side of Highway AA if you are traveling toward the Sappington Cemetery from the school.

If property evacuation were ever necessary, you would most likely be notified by a school official and you would be directed to go to the Meyer property to be united with your child or children. However, in the event that communication is not available, please be aware if the school were deemed inaccessible.

The administration will train staff and students so that they may be further prepared in an emergency situation that requires property evacuation. We will educate students how to properly cross 41 Highway, and we will have several staff acting as crossing guards to ensure student’s safety.

Administration will continue working in conjunction with the Saline County Sheriff’s Department to keep our staff and student’s education and our efforts coordinated.

Please call the school if you have any questions at 660-837-3400. Mrs. Forrester & Mr. Vaillancourt

**USE OF SCHOOL PROPERTY**

Arrangements for the use of school property after school hours must be made with the school administrator prior to usage.

**CONFIDENTIALITY**

The privacy of students shall be respected. Communication will be governed by the guidelines of the Family Education Rights and Privacy Act.

**SCHOOL PARTIES**

Classroom parties are at the discretion of the teacher. The school will also celebrate the following holidays, with classroom parties: Halloween, Christmas, Valentine’s Day, and Easter.

**OUT OF SCHOOL PARTY GUIDELINES**

Parents frequently ask permission to send home invitations to birthday and other parties thru the school.  We are happy to cooperate under the premise that the invitation is extended to every member of the class.  When a few children are excluded, their feelings are unnecessarily hurt.

**FUNDRAISERS**

All fundraiser requests must be submitted to the school administrator for approval. The Board of Education reserves the right to review any and all fundraising activities and to limit or change said fundraisers as the board sees appropriate.

**FIELD TRIPS**

The Board of Education believes that field and activity trips often enhance the program of instruction and add much to the education of a student. A permanent permission slip will be signed at enrollment and reminders will be sent home to families prior to each trip. A signed permanent permission slip must be on file before your child will be allowed to attend trips. We also recommend that parents refrain from the use of tobacco products while acting as supervisors of Hardeman R-X students.

**GRADING**

**Curriculum**

The Hardeman R-X School District is in compliance with the Show-Me Standards and implements Missouri Learning Standards for English Language Arts and Mathematics to drive curriculum and instruction.  The district uses the Show-Me Standards and Missouri Learning Standards for the areas of science and social studies to drive their curriculum.

**Academic Reporting**

Grading scales are up to the individual teacher’s discretion, but scales used will print on grade cards.  The main grading scale is as follows for elementary students are:

**Assessment Grading Scale** **Development Grading Scale**

4 Always P Proficient

3 Most of the time D Developing

2 Some of the time B Beginning

1 Not very often AC Areas of concern

0 Never M Modified

 NA Not evaluated at this time

**English Language Arts Rationale**

English Language Arts (ELA) are the foundation from which life skill knowledge is attained. The student must take the responsibility to be accountable for mastery of the ELA objectives (reading, writing, speaking, listening, and critical thinking). The teacher will facilitate the learning process. Integration of technology is a key component of the individualized ELA program. The three components: student accountability, technology, and balanced literacy promote mastery which in turn produces better spellers, fluent writers, and lifelong readers.

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|  **VIRTUAL EDUCATION** |
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| **Instructional Services** |
|  | **Curriculum Services** |

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| The District will participate in the Missouri Course Access and Virtual School Program (“Program”).  The Program offers District students the opportunity to enroll in virtual school courses in a variety of grade level and content areas from Kindergarten through grade 12.  The District may elect to offer specific courses as part of the program.  Any on-line courses or virtual programs offered by the District prior to August 18, 2018 will be automatically approved for program participation, where the District course meets program requirements.The District will annually permit any eligible student, under the age of twenty-one (21) who resides in the District, to enroll in Missouri Course Access and Virtual School Program (“Program”) courses as part of the student’s annual course load. Course costs will be paid by the District provided that the student:Is enrolled full-time and has attended a public school, including a charter school, for at least one (1) semester immediately prior to enrolling in the Program. However, if the reason for a student’s non-attendance in the prior semester is a documented medical or psychological diagnosis or condition which prevented attendance, such non-attendance will be excused; andPrior to enrolling in the Program course has received District approval through the procedure set out in this Regulation 6190(A).Each Program course successfully completed will count as one class and will receive that portion of a full-time equivalent that a comparable course offered by the District generates.A. EnrollmentThe enrollment process for participation in the Program will be substantially similar to the enrollment process for participation in District courses. The process may include consultation with a school counselor. However, consultation does not include the counselor’s approval or disapproval of enrollment in the Program.When a District school denies a student’s enrollment in a Program course or enrollment as a full-time Program student, the District will provide in writing a “good cause” reason for the denial. Such good faith determination will be based upon a reasonable determination that the enrollment is not in the student’s best educational interest. Where enrollment is denied, the following process will be utilized:The District will notify the student and the student’s family in writing of the right to appeal denial of Program enrollment to the Board of Education; andThe family will be given an opportunity to present the reasons for their appeal to the Board at an official Board meeting; andThe District, at such Board meeting, will provide the basis for its determination that Program enrollment was not in the student’s best educational interest; andThe written submissions by the family and the District will be incorporated into Board minutes; andThe Board’s written decision and the reason for that decision will be provided to the family within thirty (30) days of such Board meeting; andThe family may appeal the Board’s determination to the Department of Elementary and Secondary Education. The Department shall provide their decision within seven (7) calendar days.Program credits previously earned by a student transferring into the District will be accepted by the District. Students who are participating in a Program course at the time of transfer shall continue in the course with the District assessing future monthly payments.Home school and private students wishing to take additional courses beyond their school’s regular course load will be permitted to enroll in Program courses under an agreement, including the student’s payment of tuition or course fees.B. Payment for Program CoursesCost associated with Program courses shall be paid by the District for students satisfying subsection (1) of this Regulation 6190.Payments will be made on a monthly cost basis prorated over the semester enrolled. Payments will be made directly to the Program contract provider. Such payments per semester will not exceed the market cost, but in no case more than 7% of the state adequacy target per semester. In the event a Program participant discontinues their enrollment, the District will discontinue monthly payments made on the student’s behalf.In the case of a student who is a candidate for A+ tuition reimbursement and who is enrolled in a Program course, the District will attribute no less than ninety-five (95%) percent attendance to any such student who has successfully completed such Program course. K-8 Districts will be required to pay the District for Program attendees residing in the K-8 District.C. Program Course EvaluationThe District will consider recommendations made by DESE relative to a student’s continued Program enrollment. Based in part on DESE’s recommendations, the District may terminate or alter a course offering if the District, in its reasonable discretion, determines that the Program course(s) is not meeting the student’s educational needs.Independently, the District will monitor student progress and success in Program courses. The District will annually provide DESE with feedback regarding Program course quality.The District is not obligated to provide computers, equipment or internet access except for eligible students with a disability in compliance with federal and state law.The District will include students’ enrollment in the Program in determining the District’s average daily attendance (ADA).For students enrolled in the Program on a part-time basis, ADA will be calculated as a percentage of the total number of Program courses in which the student is enrolled by the number of courses required for full-time students.D. NoticeThe District will inform District parents of their child’s right to participate in the Program. Opportunity to participate in the Program will be provided in parent handbooks, registration documents and on the homepage of the District’s website. |
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**GUIDANCE DEPARTMENT**

The guidance and counseling program is both comprehensive and developmental in nature. This program is an integral part of the entire educational process and commensurate with other educational programs in the school. The process of acquiring knowledge does not exist in a vacuum – students develop emotionally and socially in school as well. Therefore, the guidance and counseling program addresses the issue of growth and development in the affective areas.

The guidance and counseling program is responsible for assisting all students in the development of:

* The knowledge, understanding, and acceptance of self and others.
* The skills necessary for effective career exploration and planning
* The competencies needed for educational and vocational development

**Check-out/Transfer Procedures**

When a student must transfer to another school the following procedures must be followed:

1. Check out through the office.
2. Turn ALL books into their teacher (s).
3. Return ALL books into the library.
4. Clear out your portion of the hall locker or cubby.
5. Turn in all athletic uniforms, equipment, etc.
6. Return all other school property.
7. Pay all fees or material costs incurred to date.
8. Grades will be forwarded to a provided address and next school attending.

**Character Education**

 The 2004 Missouri House and Senate approved Concurrent Resolution 32, concerning the importance of character education. This resolution challenges each school district to “develop a character education process that involves school, home and community…”

 The Hardeman R-10 School District has a character education program in place. Each month a character trait is implemented to promote a positive school climate and safe learning environment.  Please contact the district office for any additional information.

**HEALTH**

**Contagious Diseases**

A student shall not attend school while afflicted with a contagious or infectious disease, or while able to transmit such a disease after having been exposed. Any teacher who knows of a student with a contagious disease, or knows the student has been exposed to a contagious disease, shall inform the principal of the child involved and provide details of the situation. A principal will require a written statement of health from a physician prior to allowing a student to re-enter school. Any student not complying may be excluded from school and the school administration will exercise its power of student suspension as defined in Board policies, rules, regulations, and state health guidelines.

**Emergency/Accident**

In case of an emergency or accident, an attempt will be made to contact the parent/guardian immediately. It is imperative that your child’s information sheet and health sheet be kept up to date in the office and the nurse’s office. If any information changes during the year, please contact the school or send a note with your child clearly stating any changes.

**Health Screenings/Vision & Scoliosis**

All students will be screened for vision and hearing problems. Any student may be tested during the year by parent/teacher request. Fifth grade girls, eighth grade boys, and all new students will be checked for scoliosis.

**IMMUNIZATIONS/INOCULATIONS**

 **Missouri School Immunization Requirements**

All students must present documentation of up-to-date immunization status, including month, day, and year of each immunization before attending school. The Advisory Committee on Immunization Practices (ACIP) allows a 4-day grace period. Students in all grade levels may receive immunizations up to four days before the due date. Required immunizations should be administered according to the current Advisory Committee on Immunization Practices Schedule, including all spacing, (<http://www.cdc>. gov/vaccines/schedules/index.html).

To remain in school, students "in progress" must have an Immunization In Progress form (Imm.P.14) on file. In progress means that a child has begun the vaccine series and has an appointment for the next dose. This appointment must be kept and an updated record provided to the school. If the appointment is not kept, the child is no longer in progress and is noncompliant. (i.e., Hep B vaccine series was started but the child is not yet eligible to receive the next dose in the series.) Religious (Imm.P.11A) and Medical (Imm.P.12) exemptions are allowed. The appropriate exemption card must be on file. Unimmunized children are subject to exclusion from school when outbreaks of vaccine-preventable diseases occur.

**VACCINES REQUIRED FOR SCHOOL ATTENDANCE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GRADES** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| DTaP/DTP/DT 1 | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ | 4+ |
| Tdap 2 |  |  |  |  |  |  |  |  | 1 | 1 | 1 | 1 | 1 |
| MCV 3 |  |  |  |  |  |  |  |  | 1 | 1 | 1 | 1 | 2 |
| IVP (Polio) 4 | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ |
| MMR 5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Hepatitis B 6 | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ | 3+ |
| Varicella 7 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |

**1. Last dose on or after the fourth birthday and the last dose of pediatric pertussis before the seventh birthday. Maximum needed: six doses.**

**2. 8-12 Grades: Tdap, which contains pertussis vaccine, is required.**

**3. Grade 8-11: One dose of MCV is required. Dose must be given after 10 years of age.**

**Grade 12: Two doses of MCV are required unless the first dose was administered to a student who was 16 years of age or older, in which case only one dose is required. At least one dose must be given after 16 years of age.**

**4. Kindergarten-9 Grade: Last dose must be administered on or after the fourth birthday. The interval between the next-to-last and last dose should be at least six months.**

**10-12 Grades: Last dose on or after the fourth birthday. Any combination of four doses of IPV and OPV constitutes a complete series. Maximum needed: four doses.**

**5. First dose must be given on or after twelve months of age.**

**6. There must be at least four weeks between dose one and two; at least 8 weeks between dose two and three; at least 16 weeks between doses one and three and final dose must be given no earlier than 24 weeks of age.**

**7. First dose must be given on or after twelve months of age.**

**Kindergarten-9 Grade: As satisfactory evidence of disease, a licensed health care provider may sign and place on file with the school a written statement documenting the month and year of previous varicella (chickenpox) disease.**

**10-12 Grades: As satisfactory evidence of disease, a parent/guardian or MD or DO may sign and place on file with the school a written statement documenting the month and year of previous varicella (chickenpox) disease.**

**\*\*Information per Missouri Department of Health and Senior Services**. Bureau of Immunizations at 930 Wildwood Drive, Jefferson City, MO 65109. 1-800-219-3224 Revised 11-18

**All enrolled students will follow the State of Missouri requirements for immunizations. We make verbal contact on day 1 when immunizations are needed and they have 5 days to get at least an “in progress” statement. After 5 days, they are excluded from school.**

**In certain special situations, exemptions or “In Progress” statements may be needed.**

1. **If a student has received all immunizations that are age appropriate but has not completed the minimum required for school attendance, the parent/guardian must obtain an “In Progress” card from a physician or health department that identifies when the next dose is due.**
2. **If the student cannot receive the needed immunization (s) for medical reasons, a medical exemptions will be completed and signed by a physician and filed in the student’s health record at school**
3. **If the parent/guardian objects to immunizations for religious reasons, an exemption must be signed by the parent/guardian and verified by the school nurse/aide. This must be renewed annually, Protection against disease as a desirable measure for the protection of the student will continue to be emphasized.**

**Head Lice**

Each year thousands of school children are infected with head lice. It is a problem in all communities. Lice are highly communicable and difficult to prevent, making it very important for the entire family to be checked often. Many people wrongly associate lice with unclean people or homes. There is no connection. Frequent bathing or shampooing will not prevent lice nor eliminate them once they are established. Lice cannot jump or fly; they are usually transmitted by contact with infested persons, wearing infested clothing, or by using an infested comb or brush. Children should be warned against sharing hats, clothing, or grooming aids with others. Household pets do not transmit lice. What do you look for? Lice are small insects about the size of a sesame seed. They are usually light brown, but can vary in color. Diagnosis is more often made on the basis of finding nits (eggs). Nits are tiny, yellowish-white oval specks attached to hair shafts. Nits may be found throughout the hair but are most often located at the nape of the neck, behind the ears, and on the crown of the head. It helps to use a magnifying glass and natural light when looking for them. Before one family is treated, all should be examined. Those showing evidence of infestation should all be treated at the same time. If your family is infested, please notify your child’s school, daycare provider, etc., so other parents can be alerted to a possible outbreak. Also notify parent of your child’s playmates.

**Pink Eye**

Pink eye (conjunctivitis) is an inflammation or infection of the transparent membrane (conjunctiva) that lines your eyelid and covers the white part of your eyeball. When small blood vessels in the conjunctiva become inflamed, they're more visible. This is what causes the whites of your eyes to appear reddish or pink.

Pink eye is commonly caused by a bacterial or viral infection or an allergic reaction. It may affect one or both eyes.

Pink eye can be irritating, but it rarely affects your vision. Treatments can help ease the discomfort of pink eye. Because pink eye can be contagious, early diagnosis and treatment can help limit its spread.

Pink eye may affect one or both eyes. Its signs and symptoms include:

* Redness
* Itchiness
* A gritty feeling
* A discharge that forms a crust during the night that may prevent your eye or eyes from opening in the morning
* Tearing

**When to see a doctor- Make an appointment with your doctor if you notice any signs or symptoms you think might be pink eye. Pink eye can be highly contagious for as long as two weeks after signs and symptoms begin. Early diagnosis and treatment can protect people around you from getting pink eye too.**

**Medications**

A student health form must be filled out completely during enrollment.  This information is shared only with necessary personnel.  The school Health Room in our school building is to be used for school related injuries and accidents or if a student becomes ill at school.  If a child becomes ill during the school day, the parent/guardian will be notified, in the order indicated on the health form.  If the parent or guardian cannot be reached first, then we will begin calling from the call list.  Please be sure to keep the call list and health history current.

CHILDREN *SHOULD NOT* COME TO SCHOOL ILL !  If they are running a fever, have diarrhea or are vomiting, please keep them at home, until they have been symptom free for 24 hours.   The student will not be allowed to participate or attend any school related functions during this period.  This includes, but is not limited, to games, practices, programs , PTO functions, etc.  If your child returns to school prior to the 24 hour time frame, they will need to be accompanied with a doctor’s statement.

 If your child has a temperature of **100 degrees or higher, they will be sent home** by appropriate school personnel.  If they have vomited or have diarrhea and are sent home, they will not be allowed to return until they have been symptom and temperature free for 24 hours, unless they return with a doctor’s statement.

If you kept your child home on a given day due to illness, they will not be permitted to ANY after school functions as a participant or as a spectator.

Medications should be given at home if at all possible.  All medications given at school will be governed thru the Health Room and MUST be turned into the classroom teacher or in the office at the beginning of the school day.  **All medications MUST come in the original labeled bottle or original over the counter container.**  Any pharmacy will label two bottles for prescriptions upon request.  Medicines given during school hours must be accompanied by either a doctor’s note or a note from the parent or guardian with specific dosage and time.   Medications will be given only as requested in the note.  Medications will not be given after 3 p.m.

Medication that is opened and sent in a zip-lock baggie, even with a proper note, will NOT be administered.  Only those in original labeled bottles or boxes and with the proper information on a note will be given.

If a student is unable to have recess or PE due to health reasons, a note from the parent is required BEFORE they are excused from activity.  If the condition requires your child to stay in for more than 5 days, a doctor’s note is required before they will be they will be excused.

Students are NOT to carry any medications (prescription and over the counter) on their person with the exception of prescribed inhalers for asthma. Only the students’ with a letter of consent from their doctor and parent on file, will be allowed to carry their own inhaler.

**Liability Accidents**

The school assumes no liability for injured students unless caused by total neglect.  *Please note:  the school  assumes no liability in the event an injury arises from a self-administered medication.*We do provide information relative to state sponsored inexpensive insurance that parents can purchase that will cover the student in case of an accident.  Insurance should be in place the first week of school. We strongly urge that students participating in any extracurricular activity be covered by accident insurance.

**INCLEMANT WEATHER DISMISSAL POLICY**

Dismissal of school in cases of snow or hazardous roads will be announced on 102.9 FM KMMO or 1300 AM on local radio. Early dismissals will also be announced on KMMO, as soon as the decision has been made. Text alerts notifications will also be sent to those who are signed up. Our Text alert letter and directions are attached on page 38.

**STUDENT LIFE/RESPONSIBILITIES**

**Assemblies**

Assemblies are a way to enrich our regular program and are designed to be educational as well as entertaining experiences. They provide one the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student be respectful and appreciative. During “live” entertainment, unlike radio, television, or movies, the performers are very conscious of their audience. Talking, whispering, whistling, stomping of feet, or booing is discourteous. Assemblies must be approved by the school administrator.

**Students are expected to:**

1. Enter and exit quietly.
2. Give full attention to the organizer of the assembly as soon as that person is in front of the group.
3. Listen during the program.
4. Show appreciation by clapping when appropriate, (no booing, yelling, or whistling.)
5. Stay seated during the program.

Parents/Guardians are always welcome to attend assemblies.

**Dress Code**

Students should come to school in clothing that is clean, comfortable, and appropriate for school activities. Since proper appearance contributes to positive self-concept and enhances the child’s motivation to learn, parents should assist their children in learning to make appropriate choices.  Clothing that displays words or slogans that are in poor taste may be distracting to the learning of other students. Parents will be asked to bring a change of clothing if their child comes to school inappropriately dressed.

Any type of appearance that distracts others, poses a safety hazard, or disrupts the learning environment should be avoided. Examples include clothing with obscene, satanic or profane messages, apparel or style known/associated with “gangs”, clothing advertising tobacco, alcohol, or drug related items, clothing that inappropriately exposes private areas of the body including the midriff and stomach, and sagging pants.  Tank top straps must be at least one inch  in width.  All shorts and skirts must be a minimum of fingertip length.  T-shirts with cut out sleeves or ones that are premade as such cannot expose more than three inches below the armpit area.  Head gear is not allowed unless special circumstances arise in which the administration deem necessary.  Hats may be worn on field trips or other special occasions.

***Dress code will be followed at all times.***

Failure to comply with this policy shall result in dismissal until such time that the student adheres to said policy.  OSS will result if the student continues to break the rules.  Any dress or grooming not mentioned in the above policy, which is not appropriate for school attendance, will be dealt with individually by administration.

**Recess Guidelines**

Outdoor recesses will NOT TAKE PLACE when the outside temperatures are 32 degrees or less  OR  if the temperature when combined with the wind chill factor is 25 degrees or less.  Therefore, please dress your child appropriately for outside play; coats, hats, gloves, etc. for when the temperature is 33 degrees and above.

**Electronic Devices**

During special events/circumstances and classroom use for academic purposes, student use of personal electronics will be allowed at the discretion of the administration.  This district will not be responsible for lost/stolen or damaged items. In the event that electronic devices are discovered being used without proper permission they will be confiscated by administration. Repeated offenses will result in disciplinary action by the school administration.

**Messages to Students**

In order to ensure classroom interruptions be kept to a minimum, please limit phone messages to your child when at all possible. Students will be notified but not called from a class, except in cases of extreme urgency to take a phone call.  Phone messages from anyone other than a student’s parent/guardian will not be accepted.

**Sportsmanship/School Spirit**

The school administration is responsible for the conduct of our students and fans at all school activities. The Hardeman R-10 School District appreciates all of the fans and students. **Good conduct and sportsmanship should be shown at all times.**

**Athletic Participation**

Students wanting to participate in the inter-school basketball and cheerleading programs must first have a physical examination. Students who are absent from school for more than ½ day (3.5 hours) will not be able to practice or play in a scheduled game that day.

**Activity Suspension**

While on activity suspension, a student may not attend any home or away extra-curricular or co-curricular functions or practices.  The student is to leave school by 2:45 pm and not return until 7:20 a.m. the following day.  Activity suspension is to be served the same day that ISS or OSS is being served.  Students will not be able to participate in extra-curricular or co-curricular functions or practices until all their suspension time has been served.  This includes events that fall on weekends, between suspension days.

**Visitors**

Visitors are welcome at any time. All visitors must check in with the office when first entering the building. Please refrain from use of tobacco products while on the premises.

**Parent/Teacher Conferences**

First semester Parent/Teacher Conferences will be held for all students on a specific date during a specific times. Second semester conferences will only be scheduled if the classroom teacher and administration deem it necessary (See yearlong calendar). Second semester conferences will be scheduled at a time convenient to all necessary participants. Teachers will be in their classrooms to meet with parents on a scheduled basis. Parents are encouraged to take advantage of the opportunity to communicate with their child’s teacher. If further conferences are desired with a teacher, parents should make an appointment with the teacher at a time when the teacher does not have a class to supervise. Appointments can be made by contacting the office.

**Retention**

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved.  Parents/guardians will receive prior notification and explanations concerning the retention.

**Special Services**

If your child has any problems that require special attention, please contact one of his/her classroom teachers or the school administrator to request an analysis of their progress. Parents will be notified if their child is suspected of having special needs and/or is referred for special education services.  Hardeman R-10 School District has a highly competent staff to serve students with special learning needs in grades Kindergarten through eighth.  Our team is qualified to diagnose and remediate or enrich instruction in a number of areas.  A close working relationship exists between the regular teaching staff and special services staff.  Their efforts combine to offer each child the best possible education.  To better serve our students, evaluations MUST BE requested on or before the last day of third quarter by either parents and guardians or staff.

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| **PARENT RESOURCES AND PUBLIC NOTICE INFORMATION SCREENING FOR DYSLEXIA** |
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|  **Dyslexia is a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit on the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading, comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.****In order to close the gap between struggling readers and their “normally” developing peers, the District will:**1. **Identify students at risk for dyslexia or reading failure.**
2. **Form small groups for instruction and intervention.**
3. **Plan instruction and intervention.**
4. **Goal setting for individual student achievement.**
5. **Set criteria for intervention exit.**

**Screening****Each student, kindergarten through third grade, will annually be screened for dyslexia within the first thirty (30) days of the school year.  In order to monitor progress or lack of progress, benchmark assessments will also be completed for K-3 students in the middle and at the end of each school year.****The dyslexia screening protocol set forth in this policy will also be administered to the following students:**1. **K-3 Missouri transfer students who have not been previously screened.**
2. **K-3 out-of-state transfer students who do not have documentation of previous screening.**
3. **Students in grades 4 and above with a record of potential dyslexia related issues as determined by the classroom teacher or as requested by the student’s parent/guardian.**

**The following groups are exempt from dyslexia screening:**1. **Students with an existing diagnosis of dyslexia.**
2. **Students with a sensory impairment (visual/auditory).**
3. **Students with severe intellectual disabilities.**
4. **Students who are English Learners where screening administration and/or interpretation are not available. However, English Learners may be screened for dyslexia-related risk factors through screening in the student’s native language, where feasible.**

**Screening Components****There is no one test that encompasses all recommended skills.  The District will utilize screening tools that are both reliable and valid. However, universal screening is not sufficient to identify students with dyslexia.  Universal screening can reveal specific weaknesses that are consistent with dyslexia.  Monitoring a student’s response to high quality reading instruction may be the best way to identify students with severe dyslexia.****The District will identify the appropriate staff to complete student screenings.  These staff members may include:  classroom teachers, reading interventionists, Title I teachers, reading specialists, or coaches or any combination of these individuals.****Supports and Accommodations****Once identified, students with dyslexia will be provided with the supports and accommodations tailored to meet the individual student’s needs.  These accommodations will derive from the following supports and accommodations.**1. **General classroom instruction modifications.**
2. **Instructional environment.**
3. **Technology**
4. **Social/Emotional**
5. **Design of Classroom Assignments**
6. **Test and Exams.**

**The District will consider the specific supports and accommodations set forth in DESE’s “Serving Students at Risk for Dyslexia:  Guidance to LEAs.”****Practicing Teacher Assistance Problems****Practicing teachers will receive two hours of in-service training during the 2018-19 school year regarding dyslexia and related disorders.  Teachers employed by the District in subsequent years, who have not received this training in another district will be provided the same training by video or by in-person training.****Such in-service training should include:**1. **Introduction to dyslexia and dyslexia simulation;**
2. **Key areas of literacy and reading intervention;**
3. **Screening/progress monitoring, data-based decision-making, fidelity and classroom supports.**
4. **Training for secondary-level staff will be tailored to the unique needs of secondary students.**
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**Parent Information Resource Center**

Missouri Parent Information Resource Center (PIRC)

PIRC http://www.missouri-pirc.org/

The Missouri PIRC is comprised of a variety of statewide agencies whose collective mission is to provide high-quality services to meet the needs and interests of Missouri parents. The Missouri PIRC serves parents, schools, and community organizations throughout the state by providing a wide range of information, training, technical assistance, and resources to help parents promote their children's achievement in school. A collaborative effort of LIFT (Missouri's Literacy Resource Center), the Parents as Teachers National Center, Inc. (PATNC), Parent Link, Practical Parenting Partnerships (PPP), Missouri's Department of Elementary and Secondary Education (DESE), and the St. Louis Public Schools, the Missouri PIRC disseminates parent-related information to parents in all areas of the state. On another level, the Missouri PIRC partners provide intensive services targeted to parents in urban and rural communities in Missouri with children attending low-performing schools. During this three-year project, more parents will receive information and training to help them better understand Missouri's accountability system, their options and choices, and ways to improve their ability to help their children succeed in school. Building upon existing, high-quality parent education and early education services and programs, the Missouri PIRC works closely with the state department of education to provide parents timely, accurate information so that they better understand Missouri's accountability system and the options and choices in No Child Left Behind. The PIRC training and technical assistance components assist parents and schools in strengthening their parent involvement policies, plans, and activities. The Missouri PIRC employs a number of strategies and activities to share information and resources, including parent trainings, workshops,  toll-free hotlines, print materials, and web sites. The Missouri PIRC also coordinates various Federal, state, and local parental involvement initiatives.  The goals of the Missouri PIRC are:

- to improve parents' ability to support their child's academic achievement

-to expand and strengthen partnerships among parents, schools, and community organizations

-to coordinate a statewide comprehensive approach to improve student learning through parental involvement.

**Public Notice Individuals with Disabilities Act  (IDEA)**

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are

under the jurisdiction of the agency, regardless of the severity of the disability, including children attending

private schools, children who live outside the district but are attending a private school within the district, highly

mobile children, such as migrant and homeless children, children who are wards of the state, and children who

are suspected of having a disability and in need of special education even though they are advancing from grade

to grade. The Hardeman R-X School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include

autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/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 Hardeman R-X School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri

First Steps program.

The Hardeman R-X School District assures that personally identifiable information collected, used, or maintained

by the agency for the purposes of identification, evaluation, placement or provisions of FAPE of children with

disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request

amendment to the education 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 Hardeman R-X School District has developed a Local Compliance Plan for the implementation of State

Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency’s

policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally

identifiable information and the agency’s assurances that services are provided in compliance with the General

Education Provision Act (GEPA). This plan may be reviewed at the locations listed below. Contact your

agency for times/days available for review.

The Hardeman R-X School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in their programs and activities. The following persons have been designated to handle inquiries

regarding the non-discrimination policies. This notice will be provided in native languages as appropriate.

**Public Notice 504**

The Hardeman R-X School District, as a recipient of federal financial assistance from the United

States Department of Education and operates a public elementary or secondary education program and/or

activity, is required to undertake to identify and locate every qualified person residing in the District who

is not receiving a public education; and take appropriate steps to notify disabled persons and their parents

or guardians of the District’s duty.

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

The Hardeman R-X School 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 at the buildings administrator’s office between 9-3 on Monday - Friday. This notice will be provided in native languages as appropriate.

**Notice of Parent and Student Rights**

1. Parents/guardian and students have the right to be informed by the School District of their rights under Section 504. The purpose of these Procedural Safeguards is to advise you of those rights.
2. A student with a 504 disability has the right to a free appropriate public education. An appropriate education is defined as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the disabled person as adequately as the needs of nondisabled persons are met and are based upon adherence to 504 regulatory procedures.
3. The provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. Funds available from any public or private agency may be used to meet this requirement. Under the law, insurers and other third parties are not relieved from an otherwise valid obligation to provide or pay for services for a disabled student.
4. A child with a disability has the right to take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
5. The parents(s) or guardian of a child with a disability have the right to receive notice with respect to the identification, evaluation, or placement of the child.
6. A student with a disability has the right to receive services and be educated in facilities that are comparable to those provided to nondisabled students.
7. A student with a disability has the right to have evaluation, education and placement decisions made based on a variety of information sources, and by persons who know the student and are knowledgeable about the evaluation data and placement options. The student also has the right to be periodically reevaluated.
8. A student with a disability has an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.
9. A student with a disability has the right to have transportation provided to and from an alternative placement setting (if the setting is in a program not operated by the District) at no greater cost to the parent/guardian than would be incurred if the student were placed in a programmed operated by the District.
10. The parents/guardian of a student with a disability or an eligible student (over the age of 18) have the right to examine all relevant records relating to decisions regarding the student's identification, evaluation and placement.
11. The parents/guardian of a student with a disability or an eligible student and/or the District have the right to request an impartial due process hearing relating to decisions or actions relating to the student's identification, evaluation, program or placement and the parents or guardian have the right to be represented by counsel in such hearings. The parents or guardian or eligible student and/or the District also have the right to a review procedure involving such hearings. The procedures for requesting an impartial due process shearing and the relevant review procedures are described below.
12. The parents/guardian of a student with a disability or an eligible student have the right to file a local grievance with the District for issues unrelated to the identification, evaluation, program or placement of the student. Board Policy 1621 describes the procedures for filing a grievance and can be requested by contacting Kristy Forrester.

Persons who believe that the district is discriminating against eligible persons on the basis of disability may also file complaints with the District's Section 504 Coordinator and/or **[the address for the Kansas City Office of OCR is:**OCR, U.S. Department of Education, 601 E. 12th St., Kansas City, Missouri 64106. **The Kansas City office's jurisdiction extends to the states of Kansas, Missouri, Nebraska, South Dakota, and Oklahoma. For a list of other regional offices and their coverage area, see www.ed.gov**

**Notice of Nondiscrimination**

Students, parents of elementary and secondary school students, employees, applicants for admission and employment and sources of referral of applicants for admission and employment with the Hardeman R-X School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, disability, or age in admission, access to, treatment, or employment in its programs and activities. Any person having inquiries concerning Hardeman R-X School District's compliance with the regulations implementing these Prohibitions is directed to contact Principal, Kristy Forrester, Title IX and Section 504 Coordinator, Principal, Kristy Forrester, (660) 737-3400, who has been designated to coordinate Hardeman R-X School District's efforts to comply with the regulations implementing Title IX and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding Hardeman R-X School District's compliance with the regulations implementing Title IX or Section 504.

**Commitment to Compliance Under ADA**

In accordance with the requirements of Title II of the **Americans with Disabilities Act** of 1990 (“ADA”), the  Hardeman R-X School District does not discriminate on the basis of disability against qualified individuals with a disability with respect to the School District’s services, programs or activities.

***Employment:*** The School District does not discriminate on the basis of disability in its hiring or employment

practices. The School District complies with the federal regulations under Title I of the ADA (which governs the

application of the ADA in the hiring and employment setting).

***Effective Communication:*** The School District will comply with the ADA with respect to providing auxiliary

aids and services leading to effective communication for qualified persons with disabilities so they can participate

equally in School District programs, services, and activities. These aids and services are designed to make

information and communications accessible to people who have impairments, in areas such as speech, hearing,

and vision. The School District will not place a surcharge on a qualified individual with a disability, or any group

of qualified individuals with disabilities, to cover the cost of providing auxiliary aids/services or reasonable

modifications of policy (for example, retrieving items from locations that are open to the public but inaccessible to

users of wheelchairs).

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or

procedures to participate in a service, program, or activity of the School District should contact the respective

Compliance Coordinator, whose contact information is listed below. Such contact should be made as soon as

possible, but not later than 48 hours before the scheduled event (and, preferably, at least five (5) business days

before the event).

***Modifications to Policies and Procedures:*** The School District will make reasonable modifications to policies

and programs to ensure that qualified individuals with disabilities have an equal opportunity to enjoy its services,

programs and activities.

The ADA does not require the School District to take any action that would fundamentally alter the nature of its

programs or services or impose an undue financial or administrative burden.

Complaints that a School District service, program, or activity is not accessible to persons with a disability may be

directed to the Compliance Coordinator below. In addition, as stated in the School District’s Notice of

Nondiscrimination, a person who is unable to resolve a problem or grievance arising under Title II of the ADA

may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri

64114; telephone (816) 268-0550.

**Surrogate Parent Program**

Pursuant to the requirements of state law 162.997-9999 RSM, the state board of education is required to appoint a surrogate parent at such a time as it becomes evident that a child with a disability does not have a apparent or a person acting as a parent to participate in matters dealing with the provision of special education.  For purposed 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.  This term does not include a person who has had parental rights 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 of persons serving as a surrogate parent 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 Kristy Forrester, Principal at 660-837-3400.

**Parents Right to Know – Every Student Succeeds Act (ESSA)**

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

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

* Whether your student’s teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
* Whether your student’s teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
* Whether your student’s teacher is teaching in the field of discipline of the certification of the teacher.
* Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

* Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
* Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Missouri Department of Elementary and Secondary Education

**Every Student Succeeds Act of 2015 (ESSA)**

**COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs1 that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)2.

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| **Missouri Department of Elementary and Secondary Education****Complaint Procedures for ESSA Programs****Table of Contents General Information** |

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| **General Information**1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed? |

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| **Complaints filed with LEA**4. How will a complaint filed with the LEA be investigated?5. What happens if a complaint is not resolved at the local level (LEA)?  | **Complaints filed with the Department**6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?  |

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| **Appeals**9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)? |

**1. What is a complaint?**

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

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

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

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

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

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

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

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

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

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the

 Department, and

2. The facts on which the statement is based and the specific requirement allegedly violated.

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

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

 The following activities will occur in the investigation:

**1. Record**. A written record of the investigation will be kept.

**2. Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.

**3. Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.

**4. Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.

**5. Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).

**6. Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department’s resolution of the complaint (or its failure to resolve the complaint).

 **9. How will appeals to the Department be investigated?**

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

**10. What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

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1 Programs include Title I. A, B, C, D, Title II, Title III, Title IV.A, Title V Revised 4/17

2 In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

**Due Process Rights**

All students will be afforded due process as guaranteed by constitutional provisions.  The process will be in accordance with state law and with the provisions that are outlined in the Board Policies covering complaints and grievances.

**Discrimination**

Hardeman R-10 School district does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission, or access to, or treatment of employment in its programs or activities. Any questions regarding the Board’s compliance with Title VI, Title IX, or Section 504 including information about the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons may be directed to the school administrator.

Any student is eligible for enrollment and participation in any and all class activities being offered at his/her grade level. Inquiries concerning the application of this policy, grievance procedures, or other matters pertaining to Title IX, Title VI, and/or Section 504 should be directed to the school administrator, Hardeman R-10 School District, in Marshall, MO 65340.

**NOTIFICATION  OF RIGHTS UNDER FERPA**

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

1. The right to inspect and review the student's education records within 45 days after the day the Hardeman School receives a request for access. Parents or eligible students should submit to the school principal written request that identifies the records they wish to inspect.  The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.Parents or eligible students who wish to ask the Hardeman School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed.  If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment.  Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.  A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board.  A school official also may include a volunteer or contractor outside of the school who 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 has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.  [NOTE:  FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] 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

[NOTE:  In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional]  See the list below of the disclosures that elementary and secondary schools may make without consent.  FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations.  Except for disclosures to school officials, disclosures related to some judicial orders or lawfully

issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure.  Parents and eligible students have a right to inspect and review the record of disclosures.  A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

* To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests.  This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§ 99.31(a)(1))
* 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 of § 99.34.  (§ 99.31(a)(2))
* To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State.  Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.  These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.  (§§ 99.31(a)(3) and 99.35)
* In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.  (§ 99.31(a)(4))
* To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
* To organizations conducting studies for, or on behalf of, the school, in order to:  (a)  develop, validate, or administer predictive tests; (b)  administer student aid programs; or (c)  improve instruction.  (§ 99.31(a)(6))
* To accrediting organizations to carry out their accrediting functions.  (§ 99.31(a)(7))
* To parents of an eligible student if the student is a dependent for IRS tax purposes.  (§ 99.31(a)(8)
* To comply with a judicial order or lawfully issued subpoena.  (§ 99.31(a)(9))
* To appropriate officials in connection with a health or safety emergency, subject to § 99.36.  (§ 99.31(a)(10)
* Information the school has designated as “directory information” under § 99.37.  (§ 99.31(a)(11))

**Missouri Model for Trauma-Informed Schools**

The following is a link for parents and caregivers of children navigating the impacts of toxic stress and trauma. There are great tools and resources that already exist about how to support young people, so this will include helpful links to external resources, as well as key points that are essential for all parents and caregivers to know. This accompanying parent and caregiver resource document is designed to provide parents and caregivers with tools you can use to cultivate trauma-informed environments that nurture your children’s learning and growth:

<https://dese.mo.gov/sites/default/files/cnsl-traumainformed_parent_resources.pdf>

**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 unreinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake! A Major Earthquake in the 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 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 1811-12 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.

Eliminate Hazards

-Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.

- Bolt bookcases, china cabinets and other tall furniture to wall studs.

- Install strong latches on cupboards.

- Strap the water heater to wall studs.

Prepare a Disaster Supplies Kit for Home and Car

- First aid kit and essential medications.

- Canned food and can opener.

-  At least three gallons of water per person.

-  Protective clothing, rainwear, and bedding or sleeping bags

-  Battery-powered radio, flashlight, and extra batteries.

- Special items for infant, elderly, or disabled family members

- Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you’ll need a professional to turn natural gas service back on.)

- Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

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 When 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 shout 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 you home is unsafe.

-Use the telephone only to report life-threatening emergencies.

The information contained in this was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0\_241\_,00html 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 information could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455

**\*\*\*PLEASE CONTACT THE OFFICE IF YOU ARE IN NEED OF A PRINTED COPY OF THIS HANDBOOK\*\*\***

![C:\Users\kvogel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJWBWJKD\MC900383604[1].wmf]()**A**ugust 2020 Dear Parents/Guardians,

Great news! Hardeman School will continue implementing the text alert program called “Remind”. This program will allow the school to conveniently notify you of any changes in the current schedule, such as changes in sports practices and games, inclement weather days, etc. These messages will be sent out via text messages through your cellular device. Messaging and data rates will apply through your cell phone provider.

 The school has three categories. These categories include basketball parents, cheerleader parents and all Hardeman Hornet parents. In order to receive these messages you will need to sign up by following the included instructions. Each category must be signed up for separately. You cannot send one message with all three codes. Therefore, if you have children in both basketball and cheerleading then you will need to sign up for all three categories. The three codes are set up on the attached form in the section labeled “Text This Message”.

Text alerts about early outs and school cancellations due to inclement weather will be in addition to sending out the word through KMMO. We are very excited about this new convenient way to inform our parents and hope you will sign up to receive these text alerts!

**Please note- if you are already signed up, you do not need to sign up again.**

 Sincerely,

          Mrs. Forrester

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