



SOUTHLAND REBELS

JUNIOR AND SENIOR HIGH
SCHOOL

STUDENT HANDBOOK

2023-2024

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****All policy numbers referred to in this handbook can be found in detail on Southland's website at www.southland.k12.mo.us. The link to the policies are on the right hand side of the page on a button that says board policies.**

INTRODUCTION

EDUCATIONAL PHILOSOPHY

Free public schools are unique and distinguishing features of American society. As a birthright, every child should have the guarantee of an equal educational opportunity regardless of race, creed, or color. We, the Teachers, Administration and Board of Education, believe that Southland School exists for the benefit of the students. The main purpose of the school is to help each student acquire the intellectual, physical, social, and vocational skills necessary for him or her to achieve success as an individual in a democratic society. One role of our school, then, is to provide the training ground for the continuance of democracy.

The district will provide a variety of experiences so that each student will be able to experience success at his or her own ability level. The school has the responsibility to work with other agencies of the community to provide education with basic skills and basic knowledge being taught. All agencies in the community, such as churches, civic organizations, and families, should work together to provide the teaching of morals, principles, or standards and to provide an incentive for learning.

We believe that the school should provide competent, qualified instructors, who will be democratic in attitude, and who will show a personal enthusiasm for their work. An earnest effort should be made by all teachers and administrators to be aware of the current trends in education.

MISSION STATEMENT

District Mission, Vision and Goals...

The **Mission** of the Southland C-9 School District:

Our students will be...

Responsible Engaged Benevolent (kind) Empowered Leaders Successful

The **Vision** of the Southland C-9 School District: The faculty and staff of Southland C-9 will facilitate and foster the conditions to create an educational atmosphere that will allow students to become responsible, engaged, kind, and empowered leaders who are successful. This means every student, every classroom, everyday...no matter what it takes!

The **Goals** of the Southland C-9 School District:

1. Leadership - Southland C-9 strives for strong leadership to set the vision and influence direction at every level of our organization to create and support a culture of effective teaching and learning for continuous improvement.
2. Collaborative Culture - Southland focuses on having shared values and common goals, as these are the foundation of a collaborative climate and culture of systemic growth and improvement within our educational system.
3. Effective Teaching and Learning - We believe that effective academic, behavioral and social skill practices, supported by research and meeting the needs of each student, lead to the highest levels of student learning at Southland C-9.

4. Data-Based Decision Making - At Southland, accurate, relevant measures across multiple points in time provide our basis for informing on progress, setting goals and guiding decisions leading to improved learning for our students.
5. Alignment of Standards, Curriculum, and Assessment - We believe that connection, clarity and coherence must exist between standards, curriculum, and assessments in order to provide accurate and actionable information regarding student learning at Southland C-9.

SPECIFIC OBJECTIVES

In keeping with our educational philosophy it is essential that we determine and state specific objectives.

1. To provide an adequate educational foundation for all students.
2. To provide an occupational awareness for each student through a variety of educational experiences.
3. To help each student understand and appreciate the rights and duties of a citizen in our democratic society. To be more specific, we suggest:
 - a. The district should provide opportunities for faculty members and students to be involved with decisions on matters directly concerning them.
 - b. The school should recognize the dignity of the individual and encourage mutual respect among administrators, teachers, students, and members of the community.
4. To provide a broad range of experiences that will assist each student in exploring and developing his or her capabilities, emotional stability, interests, and aptitudes.
5. To encourage each student to develop the ability to think, to create, and to express.
6. To encourage the development of a responsibility to and appreciation of the home, school and community including a well-defined set of values.
7. To help each student develop an appreciation for the beauty in art, music, literature, and nature.
8. To provide a sound health program through appropriate food and health services.
9. To provide facilities and equipment leading to the development of an appropriate educational atmosphere.
10. The school curriculum will be developed and organized in a progressive manner. This will provide each student with an opportunity to develop essential educational skills.
11. To foster in each student, self-respect for others regardless of religious, racial, or cultural background.
12. To consider many factors before retaining or failing students such as ability, maturity, effort and attendance.
13. To foster better understanding between parents and teachers by keeping parents informed through progress reports, grade cards, and parent-teacher conferences, and teacherease.
14. To make available to the public, the school's philosophy and objectives through school newsletters, parent-teacher conferences, open house, and school publications.
15. To provide a comprehensive testing program that will assist students, counselors, parents, and teachers to better understand the capabilities and potential of each individual.
16. To participate in continuing education through professional course work; in service education, etc.
17. To continuously evaluate the curriculum as it relates to student needs.

STATEMENT OF BELIEFS

We believe that every child should have the guarantee of equal educational opportunity regardless of race, creed, or color. We believe the school exists for the benefit of the students, parents, and the community. We believe that students possess different levels of ability, talents, and individual needs. It is the responsibility of the school to meet those individual needs and provide for the individual abilities and talents. We believe that the school's responsibility is to prepare the students to function as a successful, productive citizen in a changing democratic society.

ADMINISTRATION AND FACULTY

Dr. Misty Galloway	Superintendent	Darla Shaver	6th Grade
Tara Crafton	JH/HS Principal	Kenny Vangilder	Industrial Arts
Ben Nelson	History/Asst. Princ.	Tara Baugus	Science
Maci Jones	Counselor	Crystal Godfrey	Art
Emmalee Fox	HS Secretary	Kevin Reddick	ALC Instructor
Wendy Shaiffer	Elementary Principal	Darcy Yates	Math
Ben Nelson	History	Tyre Washington	Phys. Ed
Crystal Cox	English	Christina McCallister	Special Services
Diane Hay	Business/Comp.	Sarah Lyles	Library
Sherry Clark	Resource	Dana Blankenship	FACS

BOARD OF EDUCATION

Jody Baugus	President	Lonnie Gibson	Member
Zach Kemmett	Vice President	Brad Williams	Member
Jason Cox	Secretary	Jeff Wilson	Member
Bethany Evans	Treasurer		

CALENDAR

SOUTHLAND C-9 | 2023-2024 CALENDAR

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 New Teacher Orientation
15 Teacher In-Service
16 Teacher In-Service
17 Teacher In-Service
22 First Day for Students

7 Days = 53.06 hrs.

JANUARY '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2 First Day of Second Semester
8 Teacher In-Service

18 Days = 136.44

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 Teacher In-Service
21 Southland Family Night/Parent Teacher Conf. -6:00

17 Days = 128.86 hrs.

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

12 Teacher In-Service

17 Days = 128.86 hrs.

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Teacher In-Service
23 Teacher In-Service

17 Days = 128.86 hrs.

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 Teacher In-Service

13 Days = 98.54 hrs.

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21-24 Thanksgiving Break

14 Days = 106.12 hrs.

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8 Teacher In-Service

17 Days = 128.86 hrs.

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19-29 Christmas Break

9 Days = 68.22 hrs.

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6-9 Senior Trip
15 Last Day of School
17 Graduation @ 7 pm

9 Days = 68.22 hrs.

Semester 1:
64 Days = 485.12 hrs.

Semester 2:
74 days = 560.92

TOTAL HOURS = 1046.04

TOTAL STUDENT DAYS = 139
TEACHER IN-SERVICE DAYS = 10

INTRODUCTION

As you join students at Southland Junior High and Senior High School, you enter a place where opportunity waits for you to take it. Your best high school experiences will result from the activities and academics the school has to offer. We are committed to providing an atmosphere where you can fulfill our expectations and your own. Students at Southland High School have traditionally shown high standards of performance in academics, activities, and behavior. The faculty and staff are here to assist you.

STATEMENT FROM THE PRINCIPAL

Dear Southland High School Students and Families,

I am thrilled to extend a heartfelt welcome as the new Principal of Southland High School. It is an honor to embark on this journey with all of you, and I am excited to foster a vibrant learning community together.

As we kickstart this academic year, I want to emphasize the importance of collaboration, growth, and respect within our school. This handbook serves as a valuable resource outlining our shared values, guidelines, and opportunities that shape your Southland experience.

Our dedicated faculty and staff are here to support your academic and personal development, and I encourage you to actively engage in the diverse educational opportunities available. From academics to extracurricular activities, we are committed to empowering you to excel in all areas of your journey.

I look forward to meeting each of you, learning from your unique perspectives, and witnessing the positive impact you'll make. Let's work together to make this year at Southland High School remarkable and inspiring.

Warm regards,

Tara Crafton
Southland High School Principal

HANDBOOK

ADMINISTERING OPIOID ANTAGONISTS

NARCAN, also known as naloxone, is a medication that can be used to block the effects of opioids. Properly used, it can be a lifesaver in cases of opioid overdose.

The District shall maintain NARCAN or other opioid antagonists at each school in locked, secure locations to be administered to any student or staff member reasonably believed to be having a drug overdose. School nurses and other school personnel expected to provide emergency care in drug overdose situations shall be trained. The school nurse or other trained school personnel may utilize the school's supply of NARCAN, or similar opioid antagonist to respond to a drug overdose.

The school district will notify the parents/guardians of any student to whom NARCAN or other opioid antagonist has been administered. Parents who choose not to have an opioid antagonist administered to their student(s)

must notify the district in writing. However, if their student is reasonably believed to be experiencing a drug overdose, parents will be notified by the school nurse as expeditiously as possible. In such situations, local medical services will be notified. MCE Policy 2874

ALTERNATIVE LEARNING CENTER (ALC)

To avoid being suspended, students, at the principal's discretion, may be placed in ALC for inappropriate and disruptive behavior. The amount of time a student will be required to spend in ALC will be determined by the principal.

ANNOUNCEMENTS

Announcements will be sent via student email each day. Announcements will also be posted on the bulletin boards outside the Business Room and in the Lobby of the Jr. High/Gym, as well as on the school's website. These announcements will contain necessary information to keep students informed of school activities.

ARTICLES/ITEMS PROHIBITED AT SCHOOL

Problems arise each year because students have items that are inappropriate or disrupting to the school setting. Such articles include: weapons (including toy replicas of weapons), video games, lasers, and cell phones, to mention a few. These items are often disruptive and students who bring these items to school risk losing them or having them stolen. Students are not to bring these unnecessary items with them to school. Students in possession of any of these items during school will have them taken by their teachers or principal and they will be returned only after speaking to their parents/guardians.

ATTENDANCE POLICY

MISSOURI LAW

The Missouri Compulsory School Attendance Law (R.S.Mo.167.031) requires that all students be in regular attendance. Violating the compulsory attendance law is a class C misdemeanor. Therefore, parents/legal guardians of student(s) violating the attendance policy may be found guilty of violating the compulsory attendance law.

POLICY RATIONALE

The following policy has been developed to encourage regular attendance and to discourage unnecessary absences. Excessive absences are detrimental to a student's learning and disruptive to the educational process in general; therefore, it is vital for students to attend school regularly and to avoid excessive absences.

DOCUMENTATION OF ABSENCES

No absence is excused without documentation. All absences should be documented by a student's parent/guardian through both a phone call (prior to or on the day of the absence) and by a note from a third party. Third party documentation would include a physician's or dental statement, college registration papers, funeral notices, etc. Parents/guardians are NOT considered as third parties.

MAKEUP WORK

Make up work will be allowed for ALL absences EXCEPT in case of truancy or suspensions.

EXCESSIVE ABSENCES

Excessive absences will be determined on an hourly basis. Students with less than 90% attendance rate will be in violation of Southland's attendance policy. All students in violation of the attendance policy at the end of each quarter, will be required to

sign an attendance contract and will be assigned attendance recovery on Mondays until attendance has gotten back up to 90% or better. Failure to bring attendance up to 90% by the end of the school year can result in the student losing credit for all classes for the school year and possibly being retained.

CONSEQUENCES OF EXCESSIVE ABSENCES

If a student's overall attendance rate falls below 90% for a semester that student will not receive credit for that semester until attendance recovery has been completed. In addition, students with an attendance below 90% after the first three weeks will not be eligible for the honor roll and will lose the privilege of participation in field trips, incentives, the student lounge, and all extracurricular activities. Privileges will be reinstated once attendance returns to 90% or better. This will be checked weekly after the first three weeks.

Students may petition the principal, attendance committee, and board of education to waive these requirements if absences are a result of unusual circumstances.

Dunklin County Juvenile authorities will be notified for all students under the age of 17 after the 5th undocumented absence, and every subsequent absence.

NOTIFICATION PROCESS

Once the student falls below 90% attendance, the office will contact the student and/or parent to inform them that they have violated the attendance policy and the student will not be eligible for honor roll, field trips, incentives, or extracurricular activities. The office will continue to monitor the student's attendance and inform involved parties when/if the attendance rate rises to 90% or above and privileges will be reinstated. Monitoring of attendance will occur weekly after the 1st quarter.

DUE PROCESS PROCEDURES

A student and/or parent/guardian may appeal the loss of credit due to excessive absences. To do so the steps below should be followed:

1. Students who have a valid exception to the attendance policy may make a written petition to the principal within five (5) days of notification of the attendance violation. The principal, along with the attendance committee will conduct a hearing and make a determination if the exception is valid and notify the student and parent/guardian within ten (10) days of the hearing. The attendance committee will be made up of the counselor, teachers, and an administrator.
2. If the student and parent/guardian are not satisfied with the committee's decision, they may then appeal the decision, in writing to the Superintendent and the Southland Board of Education, within ten (10) days of being notified of the attendance committee's decision. In accordance with Board policy and state law, the student and/or parent/guardian should request a due process hearing in which they would present their case to the Board of Education for final determination. It is the sole responsibility of the student and/or parent/guardian to request a due process hearing in front of the Board of Education.

REINSTATEMENT OF CREDIT

Students who lose credit due to excessive absences (less than 90% attendance rate) for either semester will be required to make up all attendance that does not have supportive documentation during Monday attendance recovery the following year before credit will be reinstated.

Junior High students who have reached excessive absences (less than 90% attendance rate for the entire year) will also be required to attend Monday Attendance Recovery the following school year before being promoted.

ABSENCE ON DAY OF SCHOOL ACTIVITY OR PRIOR TO FIELD TRIPS

Any student who is absent from school on the day of a school sponsored activity will not be allowed to participate in that activity unless prior arrangement is made through the principal's office or the student brings approved third party documentation to the principal or coach/sponsor prior to the activity. If a student attends an after school or night activity on

the day of an absence that has not received prior authorization, he/she will be asked to leave the activity and he/she will be banned from attending any activities for one week.

BULLYING

Bullying or harassment of any kind toward any student whether physical or verbal will not be tolerated. Physical touching of another student in inappropriate areas of the body or use of sexually intimidating language, objects, or pictures will not be tolerated. Consequences for these offenses are outlined in the discipline matrix.

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc. Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion and law enforcement contacted.

The District shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.

The District shall provide information and appropriate training to District staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this

policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying. MCE Policy 2655

CAFETERIA

Our cafeteria offers two kinds of meals. Our students may choose either the regular cafeteria meal or a salad, when offered. School lunches are FREE for all students. There are few places at school where manners and etiquette are more noticeable than in the lunchroom, so please show consideration to others while at lunch. The following guidelines are in place to ensure everyone has an enjoyable lunch. MCE policy 5520

1. Do not run to the cafeteria. Please walk as you would to any of your classes.
2. Enter and exit the cafeteria through the northwest doors, not from the gym.
3. Please pick up after yourselves. Leave the table you eat at as clean as when you sat down.
4. Place your tray, silverware, and all trash in the appropriate places.
5. Food and drink are not to be taken out of the cafeteria.
6. As a general rule all students are to be in the cafeteria during lunch. On special occasions some students may receive permission to be somewhere else, but this will not happen on a daily basis.
7. Once you put your tray up, please stay seated.

CELL PHONES

Southland C-9 Notice of Change to Cell Phone and Student Personal Devices Policy

Beginning with the new academic year, August 23, 2022, we will be making an adjustment to our cell phone policy at Southland C-9 School District. Students will **NOT** be allowed to have cell phones/personal devices (including smart watches, etc) during the instructional day.

Research shows that kids and teens perform better without access to their cell phones/personal devices during the school day. When students don't have access to their cell phones they are more engaged both socially and academically. Access to smartphones, texts, and social media magnifies behaviors and attitudes that harm inclusion and acceptance, both of which are key tenets of a healthy and joyful school. Students having face-to-face, in-person time to socialize and learn with friends and classmates is the atmosphere we strive to foster at Southland.

At Southland C-9, we are committed to ensuring that each student feels deeply known and valued for who they are. We greatly believe in the importance of our shared community; that is, face-to-face

interactions of being together; therefore, we will no longer allow cell phone/personal device use during the instructional day because we believe that our students connecting with one another is vitally more important than students connecting to their phone. We also realize that pursuing rigorous learning requires academic engagement and specific habits, and cell phones don't support these habits we are seeking.

Our policy may appear different from other schools, but for us, it's one clear example of how our commitment to students and families is different. Simply put, cell phones do not support our school community's connection and growth, so we don't do it.

Over time, students do need to learn to manage technology, and build healthy habits. We support building those habits through intentional approaches to teaching computer science curriculum and using 1:1 Chromebooks for all students in grades 3 – 12, and tablets in our lower elementary grades. This is one of the strong and thoughtful commitments we are proud of and we will enforce this policy change. Should a student violate this new cell phone/personal device policy, the following consequences will occur as a result to needed disciplinary actions:

1st offense: In-School Suspension (ISS) for 1 day and the phone/device will be confiscated. Parent will have to make an appointment to conference with the building principal to retrieve student's phone/device.

2nd offense: In-School Suspension (ISS) for 1 week (4 days) and the phone/device will be confiscated. Parent will have to make an appointment to conference with the building principal to retrieve student's phone/device.

3rd offense: Alternative Learning Environment (ALE) for 4 weeks and the phone/device will be confiscated. Parent will have to make an appointment to conference with the building principal to retrieve student's phone/device.

CLASSROOM AND HALL PROCEDURES

1. The teacher, not the bell, dismisses class.
2. Bring everything you need with you to class. There will be very few instances that you will be allowed to leave class.
3. Do not disturb any class that is in session without good reason.
4. You have 4 minutes between classes to get a drink and go to lockers. Use your time wisely.
5. You are young adults and should know by now how to behave. Poor choices have negative consequences.

CLOSED CAMPUS

The Southland C-9 School District operates a closed campus. Students must stay on the school grounds from the time they arrive, until school is dismissed. To leave campus at any other time will require an early dismissal and for you to sign out in the principal's office. No one will be allowed to sign out without verbal or in-person permission from your parent or guardian. There will be no exceptions to this.

COMMUNICABLE DISEASES

Acute Infectious Disease

1. A staff member who has reason to believe that a student has been exposed to a contagious or infectious disease or who observes symptoms of such a disease, shall inform the principal. The principal will consult with the school nurse about the child.
2. If the school nurse determines that the student has an acute contagious or infectious disease, the principal will exclude the student from school for the number of days specified in the latest revision of the Missouri Department of Health Publication, "Prevention and Control of Communicable Diseases - A Guide for School Administrators, Nurses, Teachers and Day Care Operators," PACH-16, or until a physician certifies that the student no longer is liable to transmit the disease.
3. If a student has been excluded from school by the principal because the student has or is suspected of having an acute contagious or infectious disease, the student and his/her parent/guardian may appeal such decision in writing to the Superintendent. The Superintendent may require the student to be examined by a physician designated by the District, the child's own physician, or both, at the option of the Superintendent. The student shall not attend classes or participate in school activities during the appeal period.

Chronic Infectious Disease

1. If the principal, after consulting with the school nurse, determines that a student may have a chronic infectious disease, the student may be excluded from school and provided an education in an alternative setting until the following procedures have been concluded. Prior to excluding the student, the student's parents/guardians shall receive written notification of the intent to exclude and their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973. The principal shall immediately report any student who has or is suspected of having a chronic infectious disease to the Superintendent or his/her designee. The Superintendent or his/her designee shall within three (3) working days appoint a Review Committee to assess the student's medical condition. The Committee should include the following:
 1. The student's parents/guardians.
 2. The student's physician.
 3. A physician specialist in public health or infectious diseases.
 4. The Supervisor of Health Services, who shall serve as Chairperson of the Review Committee, or his/her designee.
 5. The principal.
 6. The Superintendent or his/her designee.
 7. Others mutually agreed upon by the District and the parents/guardians.
2. The District's legal counsel may serve on the Committee in an advisory capacity. If the student has been identified as a student with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), the student may be excluded from school and provided with an education in an alternative setting, so long as such exclusion does not constitute a change in placement pursuant to the IDEA. The student's medical condition and educational placement will be evaluated in accordance with the procedures set forth above, with the following additional provisions:
 1. Prior to excluding the student, the student's parents/guardians shall receive written notification of their procedural safeguards as set forth in the District's compliance plan for implementing the IDEA, in addition to written notice of their procedural safeguards pursuant to Section 504 of the Rehabilitation Act of 1973.
 2. The Review Committee shall include the chairperson of the student's Individual Educational Program Committee or his/her designee.
3. The members of the Review Committee shall determine the fitness of the student to attend school. The Committee will assess the student's condition, the school conditions, and the risks of exposing others to the disease in the school environment, and shall determine whether the student should (1) be permitted to attend school without restrictions; (2) attend school under stated restrictions and conditions; or (3) be

excluded from attending school and provided an alternative educational program. The Committee will prepare a written individual school health care plan for the student and establish dates and/or conditions under which the student's status will be reviewed. The Committee will also identify the persons who have a medical need to know the identity of the student because they are responsible for providing proper health care, and will provide the names of those persons to the Superintendent or his/her designee.

4. Within three (3) working days after the Committee is convened, the Committee will make a determination and prepare findings of fact, which the Chairperson shall communicate in writing to the student's parents/guardians, the principal, and the Superintendent. The parents/guardians shall again receive written notification of their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and in the District's compliance plan for implementing the IDEA, if applicable). The meetings, records, and votes of the Review Committee shall not be open to the public. The determination will be final unless reversed on appeal pursuant to the Complaint Procedures set out in the District's compliance plan for Section 504 (or the procedures in the District's compliance plan for implementing the IDEA, if applicable).
5. If a student with a chronic infectious disease is permitted to attend school, the Superintendent will notify those persons who were identified by the Review Committee as having a medical need to know the student's identity and conditions under which the student is attending school. Willful or negligent disclosure of confidential information will be cause for disciplinary action.
6. Staff members who have a medical need to know the identity of a student with a chronic infectious disease include (1) those who are designated by the District to determine the fitness of the student to attend school; (2) those who are responsible for providing health care to the student, such as the school nurse; and (3) those who are most likely to be in a position to render first aid to the student in case of an accident or medical emergency.
7. A student who has a chronic infectious disease shall be evaluated pursuant to the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and the District's compliance plan for implementing the IDEA, if applicable) to determine whether any accommodations or related services are necessary for the student to receive a free appropriate public education. If accommodations or related services are necessary, the District shall develop and implement a plan for the delivery of all needed services. This evaluation shall be conducted regardless of whether the student is permitted to attend school with or without conditions and restrictions, or is excluded from school. MCE policy 2860

CURRICULUM

The curriculum of the local school system includes the various courses of study, exercise, and activities that are arranged, regularly prescribed, and planned for the daily school life of the child. It shall be prepared by the trained personnel under leadership of the superintendent and approved by the board of education. The curriculum shall be planned so as to contribute as much as possible to local needs and yet conform to the current curriculum requirements as set by the Department of Education. The staff of the local school system shall be encouraged to make a continuous study and refinement of all courses of study and curriculum. By policy, Southland curriculum will include instruction about Human Sexuality. Parents/Guardians do have the right to remove their student from any part of this instruction by contacting the school. MCE policy 6116

DISCIPLINE

STUDENTS

Regulation 2610

Discipline

Misconduct and Disciplinary Consequences

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation or the student handbook which includes the code of student conduct and disciplinary consequences, as well as the District's corporal punishment policy will be made available to each student at the beginning of each school year. Copies of these documents will also be available for public inspection on Southland's website.

In striving to create a school environment that is conducive to education, it is imperative that a sound system of discipline be established. Behavioral expectations will be set high, for we believe that students will strive to meet the expectations placed before them as long as they understand these expectations and the consequences of engaging in activities that are not appropriate for school. The principal will evaluate each problem as it arises and has the authority to take whatever action he determines to be appropriate as long as said action is within the discipline policies of this district. (MCE policy 2610 and 2670)

In cases where corporal punishment (paddling) is deemed a reasonable punishment for an offense, such punishment will be administered, but only after parent consent. In most cases it will be used only after alternative methods of punishment have been tried. In order to protect all parties involved, the principal will administer all corporal punishment and this will be witnessed by a certified staff member. The punishment should be done in a reasonable manner depending on the student's physical condition.

1. Corporal punishment is permitted as a punishment for general misbehavior when there is reason to believe it will be helpful in changing behavior or maintaining discipline.
2. A record of the corporal punishment will be on file in the principal's office.
3. Any student that refuses to accept corporal punishment, when that is the assigned punishment, will be placed in ALC. This will allow students to stay caught up with their work. The alternative to ALC is suspension. If that becomes necessary students will not be allowed to make up any work missed.
 - Any student suspended from school will not be allowed within 1000 ft of school property or attend any school activities during the length of the suspension. Failure to comply with this policy can result in additional suspension.
4. Any student suspended for 10 consecutive days or more will have to meet with the principal, along with the student's parents/guardians to explain what steps have been taken to ensure the situation that caused the suspension has been resolved and is unlikely to occur again before being allowed to attend school again.
5. Juvenile authorities will be contacted for all suspensions if the student is under the age of 17.

DISCIPLINE MATRIX (Junior High and Senior High)

Corporal Punishment:

Corporal punishment (paddling/swats) may be deemed appropriate and administered by the building principal in replacement for other methods of punishment, but only after parent consent. In order to

protect all parties involved, the principal will administer all corporal punishment with a certified staff member as a witness. It will be administered in a reasonable manner depending on the student's age, weight, and physical condition. Parents will be notified when the child is to receive corporal punishment and the offense that was committed.

Alcohol-Possession of or under the influence of alcohol regardless of whether the student is on school premises; At each offense: Parent contact and Dunklin County Juvenile referral.

First Offense:	Up to 10 days Alternative Learning Center
Second Offense:	Up to 15 additional days in Alternative Learning Center
Third Offense:	Up to 30 additional days in Alternative Learning Center or OSS
Fourth Offense:	Up to Expulsion

Arrival and Dismissal From School

The front doors will be unlocked at 7:15 AM. For your child's safety, we ask that students NOT arrive at school earlier than 7:15 AM. The district will not be responsible for supervision of students prior to 7:15 AM or after 3:30 PM unless participating in a pre-arranged school activity. Parents should not leave children at the school during unsupervised periods.

Car riders should be dropped off and picked up at the new high school office on Main Streett. If a child is to have a different pick-up procedure than usual, you MUST contact the school no later than 2:30 PM. If we have no communication from the parent/guardian, the student will be sent home according to the normal procedure for that child. This ensures the safety of our students.

Arson-Intentionally causing or attempting to cause a fire or explosion; At each offense: Parent contact and Dunklin County Juvenile referral.

First Offense:	60 - 180 days OSS or expulsion, notify authorities
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Assault:-Use of physical force with the intent to do bodily harm to a student or staff member; At each offense: Parent contact and Dunklin County Juvenile referral. (Policy/Regulation 2673)

First Offense:	Up to 30 days Alternative Learning Center
Second Offense:	Up to Expulsion, notify authorities

Assessments

The district will use assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The district will comply with all assessment requirements for students with disabilities mandated by federal and state

law, including the Individuals with Disabilities Education Act (IDEA). For further information, including a list of assessments and who will participate, see the district assessment plan located on the district website.

Attendance

Attendance for all classes each day is essential. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. Regular and punctual patterns of attendance will be expected of each student enrolled in Southland Elementary.

Southland School Board Policy (2310 - Jan. 2003) states that ***students should NOT be absent more than ten (10) days during each semester, to be eligible for passing grades.*** The policy places the responsibility of regular attendance on the student and his/her parents. **Please call the office by 8 am if your child is absent. If your child is absent and we do not hear from you, expect a phone call or home visit.** Parents are requested to send a note or call the school before or after an absence. Illnesses or conditions that last longer than the 10 days allowed will be given special consideration by the principal. If the child has been seen by a physician, **please request a note from the doctor to give to the school.** The student and his/her parents must assume the responsibility for make-up assignments. This work **must be completed as soon as possible after the absence** (students will be allowed up to three calendar days for each day of absence to complete assignments after they have returned to school). If the work is not made up, grade adjustments will be made. All days missed count toward the above stated attendance policy. Parents will be notified by letter after the *fifth and eighth* absences from school during the semester, and a referral to the Dunklin County Juvenile Office will be made, along with a possible Child Abuse Hotline Referral regarding a report of educational negligence on your behalf. (See Below.)

Regular attendance is vital to the education of our children. ***As part of an effort to encourage regular attendance, kindergarten through fifth grade students may be referred to the Dunklin County Juvenile Office, or other agencies for excessive absenteeism, based on the judgment of the elementary principal.*** A child who has accumulated absences in excess of ten per semester should have the need for these absences documented in writing. Students with less than 90% attendance rate will not be permitted to attend field trips.

Bullying:-Intentional intimidation or infliction of physical, emotional, or mental harm. (Policy 2655). Parent/Guardian will be contacted.

First Offense:	Up to 10 days Alternative Learning Center
Second Offense:	Up to 20 days Alternative Learning Center
Third Offense:	Up to 180 days Alternative Learning Center or OSS

Bus Misbehavior:-Any behavior that causes a distraction to the safe operation of the school bus. Parent/Guardian will be contacted.

First Offense:	Principal discretion
Second Offense:	Up to 3 days removal from bus and/or ISS
Third Offense:	Up to 5 days removal from bus and/or Alternative Learning Center
Subsequent Offense:	Up to removal for remainder of school year and/or Alternative Learning Center

Careless driving on Campus:- Driving on campus without due caution, so as to endanger person or property. Parent/Guardian will be contacted.

First Offense:	Up to 10 days of loss of driving privileges.
Second Offense:	Up to 30 days loss of driving privileges.
Third Offense:	Up to loss of driving privileges for the remainder of school year.

Defiance of Authority:-Refusal to obey directions or defiance of staff authority; At each offense: Parent contact and Dunklin County Juvenile referral.

First Offense:	Up to 5 days ISS or Alternative Learning Center
Second Offense:	Up to 10 days Alternative Learning Center
Third Offense:	Up to 30 days Alternative Learning Center or OSS

Disruptive Behavior:-Conduct which has the intentional effect of disturbing education or the safe transportation of a student. Parent Contact.

First Offense:	Up to 3 days ISS or Alternative Learning Center
Second Offense:	Up to 10 days Alternative Learning Center
Third Offense:	Up to 30 days Alternative Learning Center
Subsequent Offense:	Up to 180 days Alternative Learning Center or OSS

Drugs/Controlled Substance: Possession or under the influence of a controlled substance represented to be a controlled substance while at school, on the school playground, on the school parking lot, a school bus, or at a school activity whether on or off of school property; At each offense: Parent contact and Dunklin County Juvenile referral.

First Offense:	90 to 180 days Alternative Learning Center or OSS, notify authorities
Subsequent Offense:	Up to expulsion

*Sale or distribution of a controlled substance represented to be a controlled substance while at school or at any of the locations described above.

First Offense: Expulsion

Prescription Medication:-Possession of a prescription medication without a valid prescription for such medication on school premises or on a school bus; At each offense: Parent contact and Dunklin County Juvenile referral.

First Offense: Up to 180 days Alternative Learning Center or OSS, notify authorities

Subsequent Offense: Up to expulsion

*Sale or distribution of prescription medication to any individual who does not have a valid prescription for such medication on school premises or on a school bus.

First Offense: Up to expulsion

Extortion:-Verbal threats or physical conduct designed to obtain money or other valuables. Parent Contact.

First Offense: Up to 30 days Alternative Learning Center

Second Offense: Up to 180 days Alternative Learning Center or OSS

False Alarm:-A student calling in an alarm or report in any manner that would disrupt the school day. Parent Contact.

First Offense: Up to 60 days Alternative Learning Center

Second Offense: Up to 90 days Alternative Learning Center

Third Offense: Up to 180 days Alternative Learning Center or OSS

Fighting/Hitting another student:-Mutual participation in a conflict where all parties contribute either verbally or by physical action. The aggressor will receive a greater penalty if determined to be at fault. Parent Contact.

First Offense: Up to 10 days Alternative Learning Center

Second Offense: Up to 20 days Alternative Learning Center or OSS, notify authorities

Third Offense: Up to 30 days Alternative Learning Center or OSS, and file charges with authorities

Subsequent Offense: Up to 180 days Alternative Learning Center or OSS, and file charges with authorities

Firearms or Weapons:-Possession of a firearm or weapon in a student's vehicle while on school grounds; At each offense: Parent contact and Dunklin County Juvenile referral. (Policy/Regulation 2620)

First Offense: Up to expulsion, notify authorities

Possession of a firearm or weapon on a student's person while on school grounds.

First Offense: Expulsion, notify authorities

Harassment:- (Policy 2130) Parent Contact.

First Offense: Up to 3 days ISS or Alternative Learning Center

Second Offense: Up to 10 days Alternative Learning Center

Third Offense: Up to 30 days Alternative Learning Center

Subsequent Offense: Up to 180 days Alternative Learning Center or OSS

Improper display of affection:- Consensual kissing, fondling, or embracing; Parent Contact.

First Offense: Conference with both students and warning.

Second Offense: Up to 3 days ISS or Alternative Learning Center

Third Offense: Up to 5 days Alternative Learning Center

Subsequent Offense: Up to 10 days Alternative Learning Center

Improper Dress:- Wearing clothing that is revealing, distracting, or contains inappropriate images or messages., regardless of sex or gender identity. Parent Contact.

First Offense: Change of clothing and conference.

Second Offense: Change of clothing and ISS

Third Offense: Change of clothing and up to 5 days Alternative Learning Center

Subsequent Offense: Up to 10 days Alternative Learning Center

Improper Language:- Use of obscene or vulgar language. Language that depicts sexual acts, human waste, and/or distasteful language. Use of hate language to demean other persons due to race, gender, disability, or religious beliefs. This provision also includes conduct, verbal, written, or symbolic speech which materially and substantially disrupts class, school activities, transportation, or other school functions. Parent Contact

First Offense: ISS or up to 5 days Alternative Learning Center

Second Offense: Up to 10 days Alternative Learning Center

Third Offense: Up to 30 days Alternative Learning Center or OSS

Subsequent Offense: Up to 180 days Alternative Learning Center or OSS

Inappropriate Sexual Contact:- Physical touching of another student in the area of breasts, buttocks, or genitals. Parent Contact and Child Abuse Hotline Referral.

First Offense: Up to 10 days Alternative Learning Center or OSS

Second Offense: Up to 30 days Alternative Learning Center or OSS

Third Offense: Up to 180 days Alternative Learning Center or OSS

*Indecent exposure, which includes display of breasts, buttocks, or genitals in public. This will also include possession of sexually explicit objects or pictures.

First Offense: Up to 10 days Alternative Learning Center or OSS

Second Offense: Up to 30 days Alternative Learning Center or OSS

Third Offense: Up to 180 days Alternative Learning Center or OSS

Prohibited Items at School:-This includes anything that will disrupt the normal classroom setting and includes, but are not limited to cell phones, smart watches, earbuds, any type of music player, video games, or other listening devices. Parent Contact.

First Offense: In-School Suspension (ISS) for 1 day and the phone/device will be confiscated. Parent will have to make an appointment to conference with the building principal to retrieve student's phone/device.

Second Offense: Alternative Learning Environment for 1 week (4 days) and the phone/device will be confiscated. Parent will have to make an appointment to conference with the building principal to retrieve student's phone/device.

Third Offense: Alternative Learning Environment for 4 weeks and the phone/device will be confiscated. Parent will have to make an appointment to conference with the building principal to retrieve student's phone/device.

Tardies- Tardies are given when a student is late to class. Teachers may also give a tardy when students use class time to leave the room to go to their locker, restroom, etc.

First Offense: After 5 tardies, the student will receive 1 day of ISS.

Second Offense: For every tardy after the 5th tardy, student will receive an additional day of ISS.

Technology- Violations of the Internet and Computer Usage Agreement. Parent Contact.

First Offense: Up to 5 days Alternative Learning Center and possible loss of computer privileges

Second Offense: Up to 10 days Alternative Learning Center and possible loss of computer privileges

Third Offense: Up to 30 days Alternative Learning Center or OSS and possible loss of computer privileges

Theft:-Nonconsensual taking or attempting to take the property of another. Parent Contact and Possible Dunklin County Juvenile Referral.

First Offense:	Restitution and up to 10 days Alternative Learning Center, contact authorities.
Second Offense:	Restitution and up to 90 days Alternative Learning Center or OSS, contact authorities.
Third Offense:	Restitution and up to 180 days Alternative Learning Center or OSS, contact authorities.

Tobacco, E-Cigarettes & Lighters, Vapes:-Possession or use of tobacco or tobacco/vape products. Parent Contact and Possible Dunklin County Juvenile Referral.

First Offense:	3 days ISS
Second Offense:	Up to 10 days Alternative Learning Center
Third Offense:	Up to 20 days Alternative Learning Center
Subsequent Offense:	Up to 30 days Alternative Learning Center or OSS

Truancy:-Absent or tardy from class or classes without authorization; At each offense: Parent contact and Dunklin County Juvenile referral. (Regulation 2340)

First Offense:	ISS and notify parents
Second Offense:	Up to 5 days Alternative Learning Center and notify parents
Third Offense:	Up to 10 days Alternative Learning Center, notify parents and authorities.
Subsequent Offense:	Up to 10 days Alternative Learning Center, notify parents and authorities.

Vandalism:-Intentional damage or attempt to damage property belonging to the staff, students, or the district; At each offense: Parent contact and Dunklin County Juvenile referral.

First Offense:	Restitution and up to 90 days Alternative Learning Center or OSS
Second Offense:	Restitution and up to 180 days Alternative Learning Center or OSS
Subsequent Offense:	Up to expulsion

Verbal Abuse to staff:- Disrespectful language or gestures directed toward faculty or staff members. Parent Contact.

First Offense:	Up to 20 days Alternative Learning Center
Second Offense:	Up to 60 days Alternative Learning Center
Third Offense:	Up to 180 days Alternative Learning Center or OSS

Verbal Threatening:-Disrespectful language directed toward a staff member or student that threatens violence or retaliation towards the staff or students, their relatives, or their property.

First Offense: Up to 180 days Alternative Learning Center or OSS
Subsequent Offense: Up to expulsion

*The disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances, including the length of any time spent in the ALC

*Any suspension over 10 days will be referred to the Superintendent of Schools and will require student and parents/guardians to come before the Southland Administration to address behavior concerns before being allowed to come back to school.

DISMISSAL OF SCHOOL FOR INCLEMENT WEATHER OR OTHER REASONS

Should it be necessary to dismiss school for inclement weather or other reasons, this announcement will be carried on the following radio stations: FM 105.5, 106.5, and 107.1, along with AM 1490. Channel 8 out of Jonesboro and channel 12 from Cape Girardeau will also be notified. This will also be sent out on our school app and Facebook page.

DRIVING REGULATIONS

For the safety of all our students, those who decide to drive to school must be willing to follow a few basic guidelines to be eligible to park on campus.

1. Students must register their vehicle in the principal's office.
2. Students must show proof of insurance.
3. Students must park in the designated student parking area.
4. Students must display parking permit where it is visible from the front windshield.
5. Students must drive in a careful manner.
6. Students are not to be in or near their vehicle during the day without the permission of a teacher or the principal.
7. Once you arrive at school you are to get out of your vehicle and go to the appropriate area. Do not sit in or stand around your vehicle waiting for the bell.
8. You should be able to get to school on time.
9. All students must agree to participate in voluntary drug testing to be able to park on campus.

Students are required to register any vehicle they drive to school. The registration form must be signed by both student and parent/guardian. This policy will allow the administration and faculty to ensure we have no unknown visitors and help us identify the owner of vehicles that may need to be moved throughout the school day. This also gives the school authority to search any vehicle driven by a student if it is deemed necessary. Failure to observe these guidelines can result in the loss of driving privileges as well as other disciplinary actions.

DRUGS AND ALCOHOL POLICIES

Southland has recently implemented a drug testing program to help ensure that our campus stays drug free. This program is for all students that participate in any extracurricular activities, park on campus, or for the students within the general population whose parents have voluntarily committed their children to participate. The purpose of this policy is not intended to be used as a disciplinary tool, but to identify our students that are having problems

with drugs so steps can be taken to help these students. These students, if testing positive, will be placed under social probation for 30 days in which they can no longer participate in any school activities during this time. Any that test positive will be retested after this 30 day period, during the next random test, and the probation will be removed if a negative test results.

In addition to this voluntary testing, any students determined to be in possession of, or determined to be in attendance (which includes school and any school activities) under the influence of any unauthorized prescription drug, alcohol, narcotic substance, counterfeit drugs, or possession of any drug-related paraphernalia will be subject to the following consequences as outlined by our discipline matrix:

First offense: 30 days suspension and notification of law enforcement officials.

Second offense: Suspension from school until the next regularly scheduled meeting of the Board of Education in which the student will be recommended for expulsion.

Any student guilty of providing, distributing, or selling any prescription drug, alcohol, narcotic substances, counterfeit drugs, over the counter drugs, or drug-related paraphernalia will be suspended from school until the next regularly scheduled meeting of the Board of Education where the student will be recommended for expulsion.

All students who find it necessary to carry prescription medication must have it in the container issued by the pharmacy, bearing the student's name, dosage, and current date and must register the medication with the nurse. Students in possession of prescription medication or over-the-counter drugs not listed in the nurse's office, or not in proper containers are subject to punishment under the conditions set forth in the drug/alcohol policy. Students are not to, under any circumstances, share medications of any type with other students. To do so places both students in jeopardy of punishment under the drug/alcohol policy. Suspected medication will be sent to the SEMO University crime lab for analysis.

Medical Marijuana

The Board strives to honor families' private medical decisions while ensuring a learning environment free of disruption. To that goal, the District maintains a strict prohibition against the possession, use, sale and presence under the influence of prohibited substances, having adopted a Drug Free School Policy (*Policy 2641 – Drug Free Schools*) as well as a prohibition against Student Use of Tobacco, Alcohol and Drugs (*Policy 2640 - Student Use of Tobacco, Alcohol and Drugs*). The purpose of these policies and others is not primarily punitive to catch offenders, rather it is designed to provide a safe learning environment and to serve as a deterrence to drug use.

The State of Missouri has adopted a limited authorization of medical marijuana, as defined by state law and all applicable regulations (hereinafter "medical marijuana" or "drug"). Qualified individual students and employees are permitted the use of medical marijuana. The law does not authorize the use of medical marijuana on school premises, nor does it require or permit district employees to administer the drug to students.

Overall, the District restricts the administration of medications, including medical marijuana, unless administration cannot reasonably be accomplished outside of school hours. Administration of medical marijuana to qualified students shall be in accordance with this policy. Administration of all other prescription and nonprescription medications to students shall be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Under this policy, caregivers of qualified users of medical marijuana should administer the drug before or after school hours. Caregivers are advised to administer the drug as early in the morning as possible or after school in order to avoid safety issues at school.

DRUG FREE SCHOOL

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). (See also Policy 6130 - Drug Education.) Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced. MCE policy 2641

EXTRACURRICULAR ACTIVITIES

Extracurricular activities, which includes athletics, is a privilege, not a requirement. Students who participate in any kind of extracurricular activity or athletic sport will be required to follow all school rules and regulations. Students must be in good standing with the school and community to be eligible to participate in any extracurricular activity. All athletic sports are under the jurisdiction of the Missouri State High School Activities Association. Students under probation or paying of restitution are ineligible to participate in any activities. Students must receive credit in six semester classes the previous semester to be eligible to participate in athletic activities.

FIGHTING

Fighting will not be tolerated on this campus or at school activities. Fighting is considered as a mutual combat in which both parties have contributed to the conflict either verbally or by physical action. The aggressor will receive a greater penalty if it is determined that he/or she initiated the fight. Southland Schools will cooperate with law enforcement officials to pursue documentation if needed to file assault charges when necessary. All students found to have been involved in a fight at school will face the consequences for fighting at school. Punishment for fighting will be determined by the principal and the teachers witnessing the fight and may include, corporal punishment, ALC or suspension, depending on the circumstances. Minding your own business and avoiding those whom you have conflict with will often prevent a fight. It will be the determination of the principal or teacher witnessing to decide if a fight took place or whether a student is trying to avoid fighting without hitting back.

FUND-RAISING BY SCHOOL ORGANIZATIONS

In the course of the school year, it may be necessary for school organizations or classes to have fund-raisers to support school activities that are generally not financed out of district monies. The board of education approves a limited amount of fund-raising, but does exercise its authority to protect the image and integrity of the district by the adoption of the following guidelines.

1. Activities where students and school personnel contact the public for donations must be approved by the building principal.
2. It is recommended that only those activities be engaged where the consumer has discretion as to whether or not they should participate.

3. Fundraising should be limited to one activity per year for most organizations. Additional fundraisers by a club or class must be approved by the administration.
4. Consideration should be given to the quality of the product sold or services rendered.

GRADING SYSTEM

Grades given per quarter and are:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: Below 60

GRADUATION REQUIREMENTS

To meet state graduation requirements students will be required to earn 24 units of credit. Students are required to have 4 units of Communications Arts, 3 units of Mathematics (including Algebra), 3 units of Science (including Biology), 3 units of Social Studies (including 1 unit of American History and 1 unit of Government), 1 unit of Fine Arts, 1 unit of Practical Arts, 1 unit of Physical Education, 1/2 unit of Health, 1/2 unit of Personal Finance, and 7 units of electives.

GRADUATION REQUIREMENTS IN SPECIAL EDUCATION

The Southland C-9 School District has established graduation requirements for handicapped students as well as students without handicap. To be eligible for graduation from high school, a student must have been in attendance a minimum 3 years of high school with the appropriate number of credits. To graduate the student must have met the IEP goals and objectives at a satisfactory level, or the student must meet the regular graduation requirements, if applicable. When students transfer to Southland, their transcripts and records from their previous school will be evaluated to determine the student's academic placement.

GUIDANCE

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, occupational and career information, study help, home, school, and/or social concerns, or any questions the student may feel he/she would like to discuss with the counselor.

HOMECOMING GUIDELINES

High School Homecoming Festivities will be held by the first week of February (The date may be different depending on the basketball schedule). Festivities will begin between the Varsity and Junior Varsity games or at half time if only one team is available. The Homecoming court will be composed of up to 3 Senior Queen Candidates, up to 2 Junior Maids, up to 2 Sophomore Maids, and up to 2 Freshman Maids. The High School Principal will be responsible for submitting names of eligible candidates to the athletic director no later than the first week of January (The date may be different depending on the basketball schedule), the decision of the queen candidates and maids will be decided no later than the first week of January. If any issues arise, contact the Superintendent.

Once eligible candidates are selected, the high school basketball team under the direct supervision of the Athletic Director will vote to elect the following in a private setting with the Athletic Director which will take place the first week of January. Any issues that arise will be referred to the Superintendent of Schools to handle at the Board of Education's authorized agent.

- Up to 2 Freshman Maids
- Up to 2 Sophomore Maids
- Up to 2 Junior Maids

- Up to 3 Seniors/Queen Candidates

The eligibility requirements are as follows:

- 2.5 Cumulative GPA based on their current transcript.
- Current attendance policy applies.
- Must be currently in good standing in 2 clubs or organizations.
- May not have more than 1 minor infraction * for the current year and may not have any major infractions.
 - ◊Minor infraction will consist of any student write-up
 - ◊Major infraction will consist of any student suspension and/or ALC
- Student must be on track to graduate.
- Student must not have quit any extra-curricular activity once enrolled in, during entire high school time (sports, clubs).

The designation of what basketball player will walk with which queen candidate, maid or cheerleader will be determined by the High School Cheerleading sponsor.

The High School Cheerleading squad will select eligible queen and maids attendants. Eligibility requirements are as follows:

- May not have more than 1 minor infraction * for the current year and may not have any major infractions.
- Students between the grades of kindergarten through third grade.

Decorations, Theme and Programs must be presented by the High School Cheerleading Sponsor to the Superintendent for approval. The Homecoming announcer will also be determined by the Superintendent. Grades 7 through 12 will be eligible to vote for Homecoming Queen, which consists of up to 3 Senior Candidates. Voting for Homecoming Queen will take place during lunch period the day of Homecoming for students in the cafeteria under the supervision of the High School Principal and Superintendent's Secretary. The ballots will be securely stored and will be counted under dual control and certified, by the Superintendent and Superintendent's secretary. The Superintendent will provide the results to the Announcer the night of Homecoming.

The Homecoming Queen should be a good representative of the Southland School System. A role model for their peers and represent Southland Rebel Extra-Curricular Activities.

HONOR GRADUATE PROGRAM

Southland Honor Graduate Program

Any individual fulfilling the requirements for honor graduate will be issued an Honor Diploma. This diploma will specifically note that a student has successfully completed a curriculum more difficult than that encountered by the average students and the words "Honors Diploma" will be denoted on the diploma.

A student must complete the specified courses of study to be eligible for designation as Valedictorian or Salutatorian. College level course work may be substituted for any required course, but such substitution must be approved by the principal prior to the enrollment in such course and must be taken at Southland during the course of the school day.

Transfer students are eligible for the honor graduate program. Transcripts of transfer students will be evaluated by the high school counselor and/or the principal. Substitution of similar courses may be made. The transfer students will be advised as to what courses he/she must be enrolled in to be eligible as an honor graduate.

In order for a senior to be eligible for valedictorian and salutatorian, he/she must be enrolled at Southland prior to their Junior school year and must be in regular attendance throughout this time without any transfers. No senior will be eligible for valedictorian or salutatorian enrolling after the first day of school their Junior year.

Classes taken on-line or virtual will not be eligible for consideration of Salutatorian, Valedictorian, or honors, without previous approval from the principal.

Requirements of the Honor Graduate Program

1. Students in the honor graduate program must maintain an overall grade point average of 3.0 with no semester grade lower than a B. *Any student that has made no more than one D for a semester prior to August 2022 will be grandfathered in. However, beginning with the graduating class of 2027, honor students may have no grade lower than a B.* Failure to maintain a 3.0 grade point average will result in a probation period of one semester. Students not at the 3.0 grade point average after one semester will be removed from the honor graduate program. Students that fail any subject during any semester will be removed from the honor graduate program.
2. To be eligible for the honor graduate diploma, students must have 24 units of credit at the completion of their senior year.

Language Arts (4 units)

English 1

English 2 (EOC)

English 3 or DC Comp 1 or DC Lit 1

English 4 or DC Comp 2 or DC Lit 2

Science (4 units)

Physical Science

Biology (EOC)

Chemistry or DC Advanced Science

Human Anatomy or DC Advanced Science

Foreign Language (2 units)

Spanish I

Spanish II

Mathematics (4 units)

Algebra 1 (EOC)

Geometry

Advanced Algebra or DC Advanced Math

Trigonometry or DC Advanced Math

Social Studies (3 units)

US Government (EOC)

American History or DC History

World History or DC History

Computer Applications (1 unit)

This makes a total of 18 specified units for the Honor Graduate Program. The other 6 units will be electives making a total of 24 credits.

HONOR ROLL

Honor Roll will be prepared at the end of each semester. Any student making a grade of less than a “B” in any subject will not be considered for Honor Roll. Students that violate our attendance policy will not be included on honor roll.

IN-SCHOOL SUSPENSION

In-School suspension will be held as needed. It is a possible disciplinary technique that will be used to attempt to correct negative behavior and ensure that students have the time needed to get all work caught up should they fall behind.

INSURANCE

Students should report any accident or injury immediately to a teacher, the nurse or principal, so that a written report can be sent to the office. Students participating in athletics and agriculture classes are required to have medical insurance.

LIBRARY

The library exists to serve the students, teachers, and administration. It is hoped that the library will become the resource center for curriculum enrichment. This is not possible without the cooperation of the students and staff. The library is a place to study and seek information. Students will be required to pay for any lost library books which are checked out to them.

LOCKERS

Junior high students as well as senior high students will have lockers in the high school building. Students are not to trade or change lockers without the permission of the principal. Students are not to share lockers for any reason. It is also advisable to purchase a lock. These are not provided and the school is not responsible for unsecured materials which are stolen. These lockers as a part of school property are subject to searches at any time.

MONDAY DETENTION

Detention on Mondays will be used as one possible consequence in an attempt to correct unacceptable behavior. Detention can only be assigned by the HS Principal. Students assigned to detention must report to the assigned classroom promptly at 8 a.m. and detention will end at 12 pm. Students will be given sufficient notice so that arrangements can be made with parents or guardians to arrange necessary transportation. It is the parent's responsibility to provide transportation for their children after detention.

Students will be expected to do school work while in detention. Students are advised to bring materials with them to work on, such as current homework and/or makeup assignments. Students failing to bring work with them will be given an assignment to do. Failure to show up for or follow these guidelines will result in appropriate alternative disciplinary action.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. The Southland C-9 district has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Southland C-9 School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Southland C-9 district will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Southland C-9 School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at the time. For surveys and activities scheduled after the school

year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

PUBLIC DISPLAY OF AFFECTION

Students are to refrain from displaying inappropriate behavior such as being too affectionate while at school or school activities. Kissing is an example of behavior that is not appropriate during school.

SEXUAL ABUSE AWARENESS

Beginning in the 2020-21 school year and annually thereafter, The District will provide trauma-informed, developmentally-appropriate sexual abuse training to students in grades 6-12. Student training will include, but not be limited to:

1. Instruction in recognizing sexual abuse;
2. Instruction in reporting incidents of sexual abuse;
3. Instruction in actions that student-victims of sexual abuse can take to obtain assistance and intervention; and
4. Instruction in resources that are available to students affected by sexual abuse.

Prior to inception of the training, the District will notify parents/guardians of the training content and of the parents/guardians right to have their student excused from the training. Upon written request of the parent/guardian their student will be excused from the training. MCE Policy 2742

SCHEDULE CHANGES

In order to make a schedule change the student must get approval from the counselor and principal. The counselor will meet with each student at the beginning of each semester to discuss their schedule and any desired or needed changes.

SCHOOL BUS SAFETY

Students in our school system who ride a bus to school are subject to regulations. Any misbehavior which distracts the driver is a very serious violation and jeopardizes the safety of

everyone. **Riding the school bus is a privilege, not a right.** Bus monitors will be used on the afternoon routes to aid the driver in discipline problems. Each bus is equipped with 4 video cameras. (MCE policies 2652 and 5220)

STUDENTS WILL BE CITED FOR THE FOLLOWING VIOLATIONS ON THE BUS

Failure to remain seated	Use of tobacco
Refusing to obey the driver	Fighting
Throwing objects	Vandalism
Prohibited items	Profanity
No food or sodas	Loud Boisterous Behavior
Lighting matches	

A student who commits an infraction of the rules while riding on the bus to and from school will be subject to discipline. The child's age, as well as the frequency, severity, and nature of bus misbehavior are factors that may be considered. The following disciplinary measures may be taken:

1. A first offense will result in a conference with the principal and warning that if it continues, the student will face disciplinary action as outlined in the Bus Policies, unless the occurrence is serious enough to warrant other disciplinary action.
2. A second offense will result in Corporal Punishment.
3. A third offense will result in removal of bus privileges for at least one (1) day or more depending on the offense.
4. Prohibited items may result in immediate suspension.

BUS SAFETY RULES FOR STUDENT

When getting on the bus:

1. Be on time at the bus stop
2. Wait for the bus in a safe place
3. Do not play at the bus stop
4. Get on the bus in single file
5. Use the handrail
6. Do not push or shove others
7. Obey the bus driver

When crossing the road to get on the bus:

1. Wait for the bus to arrive before crossing
2. Look for the bus driver. Make sure you can always see the driver (MAKE EYE CONTACT).
3. Make sure the driver sees you
4. Wait for the driver to signal when you can cross safely
5. Look left, right and then left again before crossing

6. Stay away from the bus while crossing

When getting off the bus

1. Get off the bus in single file
2. Do not push or shove others
3. Use the handrail

When crossing the street after unloading the bus:

1. Take 10 steps away from the bus
2. Look for the bus driver. Make sure you can always see the driver
3. Make sure the driver sees you
4. Wait for the driver to signal when you can cross safely
5. Look left, right and left again before crossing
6. Stay away from the bus while crossing
7. Never cross behind the bus

Tell your child to NEVER chase a bus after it has pulled away. If your child finds he has left a lunch box, sweater or book on the bus after he has gotten off, instruct the child NOT TO RUN BACK to get it. The most common serious accidents involving a child and a school bus have occurred when a child was trying to run back to the bus to retrieve a forgotten object.

SMOKING AND CHEWING TOBACCO

Southland does not permit people to smoke, dip, or chew tobacco at any time on school grounds. This also includes Vaping. These items are not to even be brought onto school grounds. This applies to all school-sponsored activities as well as the regular school day. Failure to adhere to this will result in disciplinary action as outlined in the discipline matrix.

STATE ASSESSMENTS

All students will participate in statewide assessments as determined by DESE and Southland Schools. MCE Policy 6440+

STUDENT CLASSIFICATION

A student will be classified according to the number of credits on his/her permanent record at the beginning of each school year. The classification will be as follows:

Fewer than 5 credits	Freshman	13 to 17 credits	Junior
5 to 12 credits	Sophomore	minimum of 18 credits	Senior

STUDENT DRESS CODE

Students are to come to school dressed and groomed properly and modestly. Anything that disrupts the daily educational setting of the school will not be allowed. Students are not to wear a cap, hood, or hat (including

toboggans) in the buildings at any time. Examples of inappropriate dress include but are not limited to the following:

Shirts that include writing or symbols that are offensive, see-through clothing, spaghetti straps, midriff shirts, clothing that advertises alcohol, tobacco, or drugs, studded wrist or neck bands, chains, low-cut tops or blouses, pants that fall below the hips or showing underwear, jeans with holes above the knees, or any clothing that exposes an excessive amount of skin. Appropriate shorts or skirts are allowed while the weather is warm, however during the colder winter months students should not wear shorts. These shorts and skirts should come closer to the knees and not be above a dollar-bill-length from the knee.

STUDENT INFORMATION AND IMAGES IN DISTRICT PUBLICATIONS AND SOCIAL MEDIA

The District maintains a number of publications and social media accounts to better communicate with students, parents and the community. Unless the parent or eligible student notifies the District in writing as directed under the section "Process for Parents and Students to Opt Out of the Disclosure of Directory Information under FERPA," the District may include pictures and information about a student in district publications and posts on social media. Even if a parent objects to the disclosure of Directory Information, if a student's image is included in a photograph or video as part of a crowd shot, where the focus of the image is not on that particular student, the student's image may still be included in a District publication or social media post.

Because pictures, video and social media are such an integral part of athletics and other extracurricular activities, the district may require parents to consent to disclosure of their student's personally identifiable images and other information as a condition of participating in these activities.

STUDENT RECORDS

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance or through graduation, whichever occurs first.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The District will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the District's schools have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The District has adopted procedures (Regulation 2400) for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the District will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to

students as is given to institutions of higher learning. MCE Policy 2400

STUDENT TRIPS

On occasion students will take trips that are designed to be educational and rewarding. Students are to conduct themselves properly on these trips. By signing the permission form at the end of this handbook, parents and students consent to the school transporting them to any function during the academic day. Students who have been written up for discipline measures three or more times, have less than 90% attendance, or are currently failing will not be allowed to miss class for any reason, which includes all field trips.

TELEPHONE

The school telephones are for school business purposes only. This phone will not be used by students unless it is an emergency. Please avoid asking to use the phone except for emergencies. Students must obtain permission from the principal to use the phone.

TEXTBOOK USAGE

Textbooks and Chromebooks are provided by the school in most classes. It is the responsibility of the student and parents/guardians to take care of this school property. It is the responsibility of parents/guardians to pay for lost or damaged textbooks and chromebooks that have been damaged or lost by the student. MCE policy 6231

TRANSFER AND/OR WITHDRAWAL FROM SCHOOL

Any student who intends to transfer from Southland C-9 should inform the principal's office of his/her intentions and if possible give the address of the new school he/she will attend. Transfer procedure:

1. Notify the HS office.
2. Check in all books and settle all obligations.
3. Records will be sent to the new school once requested.

VIRTUAL INSTRUCTION

In accordance with Board of Education Policy and Regulation 6190, eligible students may participate in virtual courses or a full time program of instruction through the Missouri Course Access and Virtual School Program (DESE MOCAP) or virtual programs developed by or approved by the District. For more information, visit with your child's building principal.

VISITORS

The school's intent is to accept visitors who have legitimate business to be at school. Visitors must register in the school office and get a visitor's pass upon arriving on campus. Visitors will not be allowed to disrupt learning unless there is an emergency. Visitors are expected to leave promptly once their business is completed. Students should not have regular or daily visitors at school. Our school frequently has visitors from our community, the State Department of Education and other official visitors. These individuals should be treated with respect and courtesy.

Southland High School Alternative Learning Center Behavior Plan

Goal: The primary objective of the Alternative Learning Center (ALC) behavior plan is to provide a structured and supportive environment for incoming students or current students who are facing excessive disciplinary issues. The ALC will help these students develop the necessary skills, attitudes, and behaviors to successfully reintegrate into the regular education classroom at Southland High School.

Duration: Students will spend a semester in the ALC, with the possibility of an extended period based on progress and behavior improvement.

Key Principles:

1. **Positive Reinforcement:** The behavior plan will focus on reinforcing positive behavior through rewards, recognition, and individualized support.
2. **Structured Environment:** A structured daily schedule will be established to provide consistency and routine for students.
3. **Individualized Plans:** Each student will have an individualized behavior plan tailored to their needs, goals, and areas of improvement.
4. **Skill Development:** The ALC will provide opportunities for students to develop social, emotional, and academic skills essential for successful reintegration into the regular education classroom.

Behavior Expectations:

1. **Respect:** Students are expected to treat staff and peers with respect, demonstrating appropriate communication and interpersonal skills.
2. **Responsibility:** Students will take ownership of their actions, assignments, and behavior, demonstrating accountability for their choices.
3. **Engagement:** Students will actively participate in academic activities, demonstrating a commitment to their education and personal growth.
4. **Conflict Resolution:** Students will learn and apply effective conflict resolution skills to handle disagreements and challenges in a constructive manner.

Components of the Behavior Plan:

1. **Individualized Behavior Plan:** Each student in the ALC will have a personalized behavior plan that outlines specific goals, targets, and strategies for behavior improvement. This plan will be developed in collaboration with the student, teachers, counselor, and administration.
2. **Daily Schedule:** A structured daily schedule will be provided to students, including academic sessions, skill-building activities, counseling sessions, and breaks. Consistency in routines will help students feel more secure and focused.
3. **Behavior Tracking:** A system for tracking student behavior will be implemented. Positive behaviors will be rewarded, while instances of negative behavior will be addressed through appropriate consequences, such as loss of privileges or additional assignments.
4. **Counseling Support:** Students will have access to counseling services to address underlying emotional or behavioral issues and to work on developing coping strategies.
5. **Progress Monitoring:** Regular meetings will be scheduled to review each student's progress, behavior improvements, and areas needing additional support. These meetings will involve teachers, counselors, administration, and the student.

Extracurricular Activities Restriction:

During their time in the ALC, students will not be allowed to participate in before or after school extracurricular activities. This restriction emphasizes the importance of prioritizing behavior improvement and academic progress. Students will have the opportunity to demonstrate their commitment to positive behavior and growth before being allowed to participate in extracurricular activities upon reintegration into the regular education classroom.

Reintegration Process:

Successful completion of the behavior plan and demonstrated improvement in behavior, academic performance, and attitude will be the criteria for reintegration into the regular education classroom. Students will undergo an assessment process involving teachers, counselors, and administration to determine their readiness for reintegration.

By implementing this behavior plan, Southland High School aims to provide a supportive environment that promotes positive behavior change, skill development, and successful reintegration into the regular education classroom. The goal is to equip students with the tools they need to thrive academically and socially.

Southland High School Credit Recovery Plan

Objective: To provide students who are behind on credits an opportunity to catch up and graduate on time, utilizing the Alternative Learning Center (ALC) and Edgenuity. Additionally, the plan ensures adherence to the MSHSAA guidelines for sports eligibility in cases where credits impact eligibility.

Identification and Enrollment:

- Identify students who are behind on credits and at risk of not graduating on time.
- Counselors and teachers should collaborate to determine the appropriate students for enrollment in the Alternative Learning Center (ALC).

Alternative Learning Center (ALC) Placement:

- Allocate necessary resources, such as computers, internet access, and study materials, in the ALC to facilitate learning.
- Designate a staff member to oversee the ALC, ensuring a conducive learning environment and addressing any issues that arise.

Edgenuity Implementation:

- Utilize Edgenuity, an online learning platform, for credit recovery. It provides a flexible and self-paced approach that accommodates individual learning styles.
- Customize Edgenuity courses to match the required subjects and credits that students need to recover.
- Provide training for ALC staff on how to effectively monitor student progress on Edgenuity and provide necessary assistance.

Progress Tracking and Support:

- Regularly monitor students' progress on Edgenuity to ensure they are making steady advancement.
- Establish a system for students to ask questions and seek assistance from ALC staff when needed.
- Hold weekly or bi-weekly check-in meetings with students to discuss their progress, address any challenges, and offer encouragement.

Sports Eligibility and MSHSAA Guideline Adherence:

- Establish a clear communication process between ALC staff, coaches, and the athletic department to identify students whose credits affect their sports eligibility.
- Adhere to MSHSAA guidelines and policies regarding credit requirements for sports participation.
- If a student's credits do not meet MSHSAA eligibility standards, communicate this to the student and provide information about opportunities to regain eligibility.

Academic and Emotional Support:

- Provide counseling services for students who may be struggling academically or emotionally due to credit recovery efforts.
- Foster a supportive and encouraging atmosphere in the ALC to motivate students to persevere in their credit recovery journey.

Graduation and Transition:

- Upon successful completion of the required credits, transition students back into regular classes if they have not yet graduated.
- Celebrate students' achievements during credit recovery and ensure they are included in graduation ceremonies alongside their peers.

Continuous Evaluation and Improvement:

- Regularly evaluate the effectiveness of the credit recovery plan through student outcomes, feedback from staff, and overall program success.

- Make adjustments and improvements to the plan based on assessment results and identified areas for enhancement.

By implementing this credit recovery plan at Southland High School, students will have the opportunity to catch up on their credits, ensuring they graduate on time and meet the eligibility criteria for sports participation as per the MSHSAA guidelines. The plan emphasizes personalized learning through Edgenuity, support from ALC staff, and a commitment to students' overall success.

**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.

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
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?
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.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V
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.

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.

PUBLIC NOTICE

Fape Notification

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 Southland C-9 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, 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 Southland C-9 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 Southland C-9 School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Southland C-9 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 in the elementary or high school office from 8:00 AM to 3:00 PM daily.

This notice will be provided in native languages as appropriate.

Federal Programs

Parent/Guardian Notification

No Child Left Behind (NCLB) requires notification to parents/guardians when any of the following situations exist in a district/LEA (local educational agency) receiving Federal funds.

1. Districts/LEA's must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
2. At the beginning of each school year, a participating school district/LEA must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district/LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. When a school is identified for School Improvement, the district/LEA must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
5. Within thirty days after the beginning of the school year, a district/LEA must inform parents/guardians that their limited English proficient (LEP) child has been identified for participation in a language instruction educational program.
6. Parents/guardians of students enrolled in a persistently dangerous school, or students who are victims of violent criminal offense while on school property, must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

ANNUAL NOTIFICATION OF FERPA RIGHTS AND DESIGNATION OF DIRECTORY INFORMATION

The Southland C-9 School District complies fully with the Family Education Rights and Privacy Act (FERPA). FERPA is a federal law that affords parents and students 18 years of age or older certain rights with respect to the students educational records. These rights are:

RIGHT TO INSPECT: Parents or eligible students have the right to inspect and review substantially all of the student's educational records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request identifying the records to be inspected.

RIGHT TO PREVENT DISCLOSURES: Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in education records to those instances when prior written consent has been given for the disclosure. However, upon requires the District will disclose information under the provisions of FERPA which allow disclosure without prior written consent, of items of directory information of which you have not refused to permit disclosure for the purpose of including this type of information in school or district publications. Examples include but are not limited to honor roll or activity publications showing team member information, etc. The District will disclose information to school officials who have a legitimate education interest in the records. School officials include: persons employed by the District, whether paid or unpaid, as an administrator, supervisor, instructor, or support staff member, including health or medical staff, persons elected to the School Board, persons employed by or under contract with the District to perform a special task, such as an attorney, auditor, etc; or persons who are employed by the District's law enforcement unit. School officials have a legitimate education interest related to the discipline of a student; providing a service or benefit or benefit relating to the student or student's family, such as health care, counseling, job placement, financial aid, maintaining the safety and security of the campus, or providing goods and services such as class rings, yearbooks, fundraiser programs, etc.

Southland
July, 2014

HARASSMENT and DISCRIMINATION

Harassment/Discrimination can occur in many forms and simply will not be tolerated. Below is a breakdown and explanation of some of the more common types of harassment/discrimination that can take place. MCE policies 1300 and 1301)

SEXUAL HARASSMENT: This is the unwelcome suggestions of a sexual nature from anyone that causes you to feel uncomfortable or makes you believe that you have to comply. This can occur to or from school employees or from student to student.

1. A school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the district causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct.
2. When the unwelcome sexual conduct of a school employee or classmate is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct which may constitute sexual harassment:

1. Sexual advances

2. Touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex.
3. Coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another person.
4. Coercing, forcing, or attempting to force the touching of anyone else's body.
5. Graffiti of a sexual nature.
6. Sexual gestures.
7. Sexual or dirty jokes.
8. Touching ones self sexually or talking about one's sexual activity in front of others.
9. Spreading rumors about or rating other students as to sexual activity or performance.
10. Other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.
 - This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher consoling a young student, or one student's demonstration of a sports move requiring contact with another student.
 - Where the perpetrator is an adult and the victim is a student, it will not be tolerated whether the action is welcome or not.

RACE OR COLOR HARASSMENT: Verbal or physical conduct relating to an individual's race or color. Actions will be considered harassment if:

1. The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of race or color include:

1. Graffiti containing racially or offensive language.
2. Name calling, jokes, or rumors
3. Threatening or intimidating conduct directed at another because of the other's race or color.
4. Notes or cartoons
5. Racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color.
6. Written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of any particular race.
7. A physical act of aggression or assault upon another because of, or in a manner reasonably related to race or color.
8. Other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.

HARASSMENT BASED UPON NATIONAL ORIGIN OR ETHNICITY: Verbal or physical conduct relating to an individual's ethnicity or country of origin of the individual's parents, family members, or ancestors when:

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance.
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of national origin or ethnicity include:

1. Graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity.
2. Jokes, name calling, or rumors based upon an individual's national origin or ethnicity.
3. Ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity.
4. Written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of any nation.
5. A physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin.
6. Other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

HARASSMENT BECAUSE OF DISABILITY: Verbal or physical conduct relating to an individual's physical or mental impairment when:

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance.
3. The harassing conduct otherwise adversely and substantially affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of disability include:

1. Graffiti containing offensive language which is derogatory to others because of their physical or mental disability.
2. Threatening or intimidating conduct directed at another because of the other's physical or mental disability.
3. Jokes, rumors, or name calling based upon an individual's physical or mental disability.
4. Slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability.
5. Graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals with any specific handicap.
6. A physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability.
7. Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.

HARASSMENT BECAUSE OF GENDER: Verbal or physical conduct relating to an individual's gender when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Example of conduct which may constitute harassment because of gender include:

1. Graffiti containing offensive language.
2. Name calling, jokes, or rumors.
3. Threatening or intimidating conduct directed at another because of the other's gender.
4. Notes or cartoons.
5. Slurs, negative stereotypes, and hostile acts which are based upon another's gender.

6. Written or graphic material containing comments or stereotypes which are posted or circulated and which is aimed at degrading individuals or members of any gender.
7. A physical act of aggression or assault upon another because of, or in a manner reasonably related to gender.
8. Other kinds of aggressive conduct such as theft or damage to property which is motivated by gender.

HARASSMENT BECAUSE OF SEXUAL ORIENTATION OR PERCEIVED SEXUAL ORIENTATION: Verbal or physical conduct relating to an individual's sexual orientation or perceived sexual orientation when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of sexual orientation or perceived sexual orientation include:

1. Graffiti containing offensive language.
2. Name calling, jokes, or rumors.
3. Threatening or intimidating conduct directed at another because of the other's sexual orientation or perceived sexual orientation.
4. Notes or cartoons.
5. Slurs, negative stereotypes, and hostile acts which are based upon another's sexual orientation or perceived sexual orientation.
6. Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals based on sexual orientation.
7. A physical act of aggression or assault upon another because of, or in a manner reasonably related to, sexual orientation or perceived sexual orientation.
8. Other kinds of aggressive conduct such as theft or damage to property which is motivated by sexual orientation or perceived sexual orientation.

REPORTING PROCEDURES

Any student who believes he or she has been the victim of sexual harassment or harassment/discrimination based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the school district, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the school district is encouraged to immediately report the alleged acts to an appropriate district official designated by this regulation.

Any teacher, administrator, or other school official who has or receives notice that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the district, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the district, is required to immediately report the alleged acts to an appropriate district official designated by this regulation.

Any other person with knowledge or belief that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as set forth above, is encouraged to immediately report the alleged acts to an appropriate district official designated by this regulation.

The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this regulation shall prevent any person from reporting harassment directly to the compliance officer or to the superintendent. The district will respond to male and female student's complaints of discrimination and harassment promptly, appropriately, and with the same degree of seriousness.

In each school building, the building principal is the person responsible for receiving oral or written reports of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation at the building level. Any adult school district personnel who receives a report of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the district compliance officer immediately, without screening or investigating the report. The principal may request but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the compliance officer. If the report was given verbally, the principal shall personally reduce it to written form within twenty-four hours and forward it to the compliance officer. Failure to forward any harassment report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district compliance officer by the reporting party or the complaint.

The school board has designated the superintendent as the district compliance officer with responsibility to identify, prevent, and remedy unlawful discrimination and harassment. Duties of the district compliance officer include:

1. Receive reports or complaints of unlawful discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation.
2. Oversee the investigative process.
3. Be responsible for assessing the training needs of the district's staff and students in connection with the dissemination, comprehension, and compliance with the regulation.
4. Arrange for necessary training required for compliance with the regulation.
5. Insure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited discrimination, including interim protection of the victim during the course of the investigation.

The district shall conspicuously post a notice against unlawful discrimination and harassment in each school in a place accessible to student, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address, and telephone number of the compliance officer; the name, mailing address, and telephone number of the Missouri Commission for Human Rights, the state agency responsible for investigating allegations of discrimination in educational opportunities; and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights, and the United States Department of Justice.

A copy of Policy 2130 shall appear in the student handbook, and this regulation shall be made available upon request of parents, students, and other interested parties.

The school board will develop a method of discussing this regulation with students and employees. Training on the

requirements of nondiscrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the board in consultation with the district compliance officer determines is necessary or appropriate.

This regulation shall be reviewed at least annually for compliance with state and federal law.

The district will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.

INVESTIGATION

Upon receipt of a report or complaint alleging unlawful discrimination, sexual harassment, or harassment based upon race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, the compliance officer shall immediately undertake or authorize an investigation. That investigation may be conducted by district officials or by a third party designated by the district.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents, which may be relevant to the particular allegations.

In determining whether the alleged conduct constitutes a violation of the regulation, the district shall consider:

1. The nature of the behavior
2. Victim's statements
3. How often the conduct occurred
4. Mandatory written witness statements or interview summaries
5. Whether there were past incidents or past continuing patterns of behavior
6. Opportunity for the complainant to present witnesses and provide evidence
7. Evaluation of all relevant information and documentation relating to the complaint of discrimination or harassment
8. The relationship between the parties involved
9. The race, color, sex, national origin, age, ethnicity, disability, sexual orientation or perceived sexual orientation of the victim
10. The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment
11. The number of alleged harassers
12. The age of the alleged harassers
13. Where the harassment occurred
14. Whether there have been other incidents in the school involving the same or other students
15. Whether the conduct adversely affected the student's education or educational environment
16. The context in which the alleged incidents occurred

Whether a particular action or incident constitutes a violation of this regulation requires a determination based on all the facts surrounding the circumstances. The investigation shall be completed no later than fourteen days from receipt of the report. The district compliance officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this regulation. The compliance officer's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

SCHOOL DISTRICT RESPONSE

Upon receipt of a report that a violation has occurred, the district will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. District action taken for violation of this regulation shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and district policies for violations of a similar nature of similar degree of severity. In determining what an appropriate response to a finding that harassment in violation of this regulation has occurred, the district shall consider:

1. What response is most likely to end any ongoing harassment
2. Whether a particular response is likely to deter similar future conduct by the harasser or others
3. The amount and kind of harm suffered by the victim of the harassment
4. The identity of the party who engaged in the harassing conduct
5. Whether the harassment was engaged in by school personnel, and if so, the district will also consider how it can best remediate the effects of the harassment

In the event that the evidence suggests that the harassment at issue is also a crime in violation of a Missouri criminal statute, the board shall also direct the district compliance officer to report the results of the investigation to the appropriate law enforcement agency charged with responsibility for handling such crimes.

The results of the district's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the district in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.

If the district's evaluation of a complaint of harassment results in a conclusion that an individual has engaged in unlawful discrimination or harassment in violation of this regulation, or that school personnel have failed to report harassment as required herein, that individual may appeal this determination by use of established school board procedures for appealing other adverse personnel and/or education related actions. If the district's evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by use of established school board procedures for appealing other adverse personnel and /or education related actions. An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education, Office for Civil Rights, or the United States Department of Justice. In addition, such individuals may choose to file suit in the United States District Court or the State Circuit Court.

Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained at the main administrative offices of the school district.

RETALIATION

Submission of a good faith complaint or report of unlawful discrimination, sexual harassment, or harassment based upon race, sex, color, disability, national origin, age, ethnicity, or sexual orientation will not affect the complainant or reporter's future employment, grades, learning, or working environment, or work assignments.

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged harassment/discrimination, sexual, racial, ethnic, sexual orientation discrimination, disability related harassment, or violence, or any person who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Southland School C-9

Internet and Computer Usage Agreement Student/Parent

Access to the Internet is an unparalleled opportunity to interact with the world at large. The opportunity brings with it a number of responsibilities. In order to use the Internet services available over the Southland School District network you must read the following and sign the Internet agreement that follows.

1. The use of any Southland District network is a privilege, which may be revoked by the administrators of the network at any time for abusive or inappropriate conduct. Such conduct would include, but is not limited to, the placing of unlawful information on or through the computer system, accessing another person's files, or email, and the use of obscene or objectionable language or images in either public files or messages.
2. Because of the potentially large number of individuals who need to use the computer for the Internet as well as personal productivity, student access to the Internet may be limited to a specified number of minutes per day. The limitation will be posted at the network sites.
3. A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources.
4. The district reserves the right to inspect any material stored in files to which users have access and will edit or remove any material, which the district staff, in its sole discretion, believes may be objectionable. Users of the network will not use their account to obtain, view, download or otherwise gain access to potentially objectionable materials. This includes text materials, video images, or sound files that may be considered objectionable.
5. The district Internet mode is provided primarily for educational purposes under the direction of the district staff. Non-educational use may be limited at any time by the district staff.
6. Information services and features contained on the Southland District network are intended for the private use of its patrons. Any commercial network or other unauthorized use of those materials, in any form, is expressly forbidden.
7. No photographs, personal addresses, personal phone numbers, or last names will be permitted in student use of the Internet.
8. Information contained on the Southland School District network is placed there for educational or general information purposes. It is in no way intended to refer to, or be applicable to any specific person, case or situation.

9. The district does not warrant that the functions of the system will be error-free or uninterrupted, nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data information, or profits) sustained or incurred in connection with the use or inability to use the system.
10. Rules and regulations of system usage will be added and posted from time to time by the administrators of the district and/or the network. Users to the network are subject to these rules and regulations.
11. The Southland district network is intended for the exclusive use of its registered users. As a user, you are responsible for the use of your password and account. Any problems, which arise from the use of a user's account, are the responsibility of the account holder. Any misuse will result in suspension of the account privileges.
12. E-mail (electronic mail) must be used responsibly. Specific user responsibilities include checking email regularly, remaining within your limited disk quota, and not interfering with the network traffic by sending "chain letters" or "broadcast" messages to lists or individuals.
13. Students may not access "chat rooms". The school will not supply email accounts to all students. Students are prohibited from use of "Hot Mail" or other email programs available on the Internet.
14. Students are prohibited from "book marking" any Internet sites.
15. Computer use:
 - Students may not add, arrange or alter any screen icons.
 - Students may not alter any "screen saver".
 - Only disc and CD provided by the school may be placed in the computers.
 - Programs or files from non-school owned disc and CD's are not to be used or installed in school computers.
 - A teacher must grant a student permission to print materials before the materials are printed.

Parent or Guardian

Internet access is now available to the students of the Southland School District. The district is pleased to bring this access to the students and believes that the Internet offers vast, diverse, and unique resources to children and adults alike. The goal in providing this opportunity is to promote educational, informational, and recreational excellence. The Internet is an electronic highway connecting thousands of computers all over the world. With access to information sites all over the world also comes the availability of material that may not be considered to be of educational or informational value.

However, the district believes that the value of the information available on the worldwide network far outweighs the possibility that users may attempt to procure materials that is not consistent with the goals of the school district. Access to such information will always be strongly discouraged.

In as much as is possible and consistent with the other duties of each of the teachers and administration, Internet access will be monitored. Students who purposefully access materials deemed to be inappropriate by the teachers and administration will be disciplined.

As the parent or guardian of this minor, I have read the conditions for Internet access. Further, I recognize that it is impossible for the Southland School District to totally restrict access to all controversial materials, and I will not hold it responsible for materials acquired from this network. Additionally, I assume full responsibility for counseling my child on this matter. MCE Policy 6320

Parents and /or guardians may be held accountable for inappropriate use of the computer by his/her child.

INTERNET USAGE AGREEMENT

STUDENT

I have read the 'Southland School District Internet and Computer Usage Agreement', understand it, and agree to adhere to the principles and procedures listed within. I also understand that additional rules and regulations may be added from time to time and that they become a part of this agreement. Should I break this agreement, I understand that I may lose all computer and network privileges. I also understand that inappropriate illegal use of network facilities result in civil or criminal lawsuits.

STUDENT SIGNATURE _____ **Date** _____

PARENT PERMISSION FORM and USER AGREEMENT - 2016/2017

As a parent or guardian of a student at school, I have read the information about the appropriate use of computers at the school. (Questions should be directed to the principal for clarification.)

_____ My child may use the Internet while at school according to the rules outlined.

_____ I would prefer that my child not use the Internet while at school.

PARENT SIGNATURE _____ **Date** _____

Every Child Succeeds Act

Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according to The Every Child Succeeds Act of 2015 (Public Law 20 U.S.C. ch. 28 § 1001 et seq. 20 U.S.C. ch. 70), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information:

1. Whether the teacher of your child has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived.
3. Whether your child is provided services by paraprofessionals and, if so, their qualifications.
4. What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent:

1. Information on the achievement level of the parent's child in each of the state academic assessments as required under this part.
2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

NOTIFICATION OF TRAUMA-INFORMED WEBSITE

In compliance with Missouri law, section 161.1050, RSMo, Southland is supplying the Trauma website to every parent/guardian of each student that attends our school. The website contains useful information on how to prevent and/or treat trauma related events. Parents/guardians can access this website at the following address, <https://dese.mo.gov/traumainformed>



Southland Alternative Learning Center Plan And Handbook 2022-2023

The **Mission** of the Southland C-9 School District: Southland has the obligation, the duty, and the privilege to provide the very best education to each of our students, every day. With this we must know that our students come first, and we will do this through teamwork, collaboration and mutual respect for one another.

The **Vision** of the Southland C-9 School District: As a professional learning community, we envision a learning environment where staff members use data driven instructional practices that ensure student successes that are celebrated with all stakeholders.

The **Goals** of the Southland C-9 School District:

1. Leadership - Southland C-9 strives for strong leadership to set the vision and influence direction at every level of our organization to create and support a culture of effective teaching and learning for continuous improvement.
2. Collaborative Culture - Southland focuses on having shared values and common goals, as these are the foundation of a collaborative climate and culture of systemic growth and improvement within our educational system.

3. Effective Teaching and Learning - We believe that effective academic, behavioral and social skill practices, supported by research and meeting the needs of each student, lead to the highest levels of student learning at Southland C-9.
4. Data-Based Decision Making - At Southland, accurate, relevant measures across multiple points in time provide our basis for informing on progress, setting goals and guiding decisions leading to improved learning for our students.
5. Alignment of Standards, Curriculum, and Assessment - We believe that connection, clarity and coherence must exist between standards, curriculum, and assessments in order to provide accurate and actionable information regarding student learning at Southland C-9.

The **Goals** of the Southland Alternative Learning Center are as follows:

1. Facilitate in developing skills to be successful in the regular school setting.
2. Facilitate in developing skills of self-discipline and taking responsibility for personal actions.
3. Facilitate in maintaining and improving academic skills.
4. Provide a safe, structured environment for learning.
5. Assist students in identifying barriers that inhibit their educational and social development through character education.

*Southland C-9 School District
Dr. Misty Galloway
Superintendent of Schools
500 South Main
Cardwell, MO 63829
573-654-3574
Fax 573-654-3575*



*Ms. Wendy Shaiffer
Elementary Principal
573-654-3564
Fax 573-654-3565
Mrs. Tara Crafton
JH/HS Principal
573-654-3531
Fax 573-654-3534*

Dear Students:

The administration and staff look forward to assisting you in your transition to and from the Alternative Learning Center setting. We expect you to participate in your classes, cooperate with staff, and accept responsibility for your actions. You are expected to become familiar with and obey all rules and regulations for the Alternative Learning Center Program. Exit criteria will involve more than just attending for the prescribed number of days, there is an expectation of involvement and continued education and behavior improvement.

Dear Parents:

In assisting your child with their educational services, we want your support as we are involved in this transition with your child's development. Let us work together to assist and equip your child to be successful in his/her education and social development.

Dear Staff:

It is the proposition that students in the Southland Alternative Learning Center Program will continue to move forward instructionally and will gain skills to successfully return to the regular classroom setting. It is the goal of all staff to assist in this process as needed to ensure each student's success.

Southland Schools Administration

Placement in the Alternative Learning Center (ALC) Program

District administrators will assign students to the Alternative Learning Center Program after ensuring that district disciplinary policy has been followed.

Who is eligible for placement: (Not Limited to)

- Students with repeated documented disciplinary infractions
- Students with basic subject failures and incomplete assignments.
- Students with excessive absences.
- Students with behavior that is deemed disruptive or a direct disobedience of authority.

Prior to Placement in the Alternative Learning Center Program:

- Parents are contacted by phone to make them aware of the assignment to the program and the duration of the alternative placement. Follow up letters are sent to parents with guidelines of the program.
- Contact is made with the teachers of the student.
- A Google Document is updated with the student's name and dates assigned.

During Placement in the Alternative Learning Center:

When a student is assigned to the ALC, he/she will be assigned work that is designed to provide a positive learning and educational experience that is reflective of what is being taught in the class he/she is missing with a focus on language arts, math, science, social studies, and personal behavioral management. Special education students will be provided with the services and modifications as indicated in his/her IEP.

- Students are given a copy of the Alternative Learning Center Guidelines (including signature/date lines for both the ALC teacher and student.)
- Students will successfully complete all classwork assigned by teachers.
- Students will follow all procedures and guidelines.
- Students may be asked to complete a Character Building activity (either reading/writing or video/writing) or a reflective writing assignment (to build reading/writing skills and reflect on behavior resulting in ALC placement.)
- Teachers will confirm that work has been successfully completed.
- Students who are receiving services from Special Education or the Interventionist will continue to receive services.
- An effort will be made to separate disruptive students from non-disruptive students in the ALC program, as well as to separate older students from younger students.

Southland Alternative Learning Center Program

Procedures and Guidelines

The following are guidelines/procedures for the Southland Alternative Learning Center (ALC):

- Students assigned to the ALC should report immediately upon arrival to the school. Tardiness to the ALC will result in additional days in the program.
- Students will turn in their cell phones to the ALC Instructor. The phones will be returned at the end of the school day.
- There will be no talking or socializing in the ALC.
- The student will remain seated while in ALC until permissions are granted to leave their designated seated area.
- No gum or food is allowed.
- Restroom breaks will be at designated times and students will only be allowed to use the restroom in the Alternative Learning Center.
- ALC students will not be allowed in the cafeteria with other students and will eat breakfast and lunch in the ALC.
- Absences from school do not excuse students from assigned days to the Alternative Learning Center. Days assigned must be completed before the student can return to their regularly scheduled classes.
- Any student-athlete who is assigned time in the ALC will not be allowed to compete in their next athletic competition or any other athletic competition until their time has been completed in the ALC.

Students must meet these qualifications in order to be released from their ALC placement:

- Students must have completed all academic assignments to the satisfaction of all instructors.
- Students must have attended the required number of days.
- Students must be making progress toward behavioral goals.

Any violation of the rules and procedures may result in additional days assigned to the ALC or referral to the juvenile officers.

Student was issued a copy of the guidelines and the procedures were clarified for student as needed.

ALC Instructor

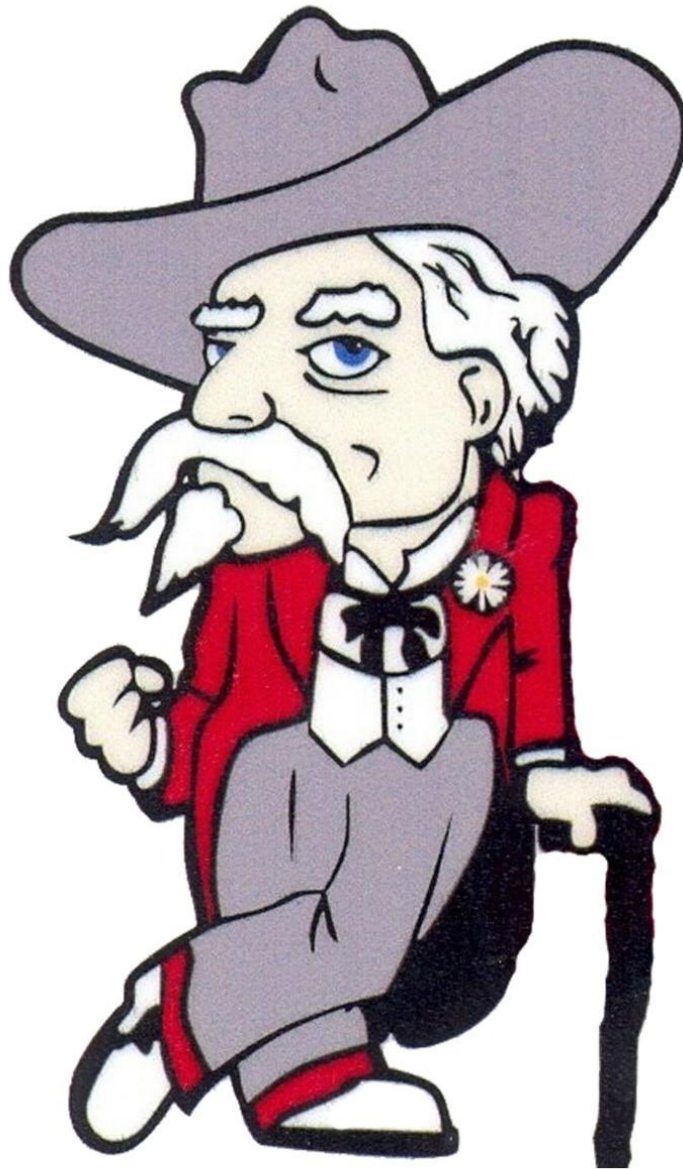
Date

I have received a copy of the guidelines and the instructor answered any questions that I had prior to serving my time in the ALC classroom.

Student Signature

Date

SOUTHLAND HIGH SCHOOL STUDENT CODE OF CONDUCT



Southland High School Student Code of Conduct

Introduction:

The Southland High School Student Code of Conduct has been developed to foster a safe, respectful, and conducive learning environment for all students. This code outlines the expectations and responsibilities of every student at our school. It is essential that students, staff, and parents collaborate to ensure a positive educational experience. Adhering to this code demonstrates our commitment to excellence, integrity, and community.

Section 1: Respect and Behavior

- 1. Respect for Others:** Treat all individuals, regardless of differences, with kindness, respect, and empathy. Avoid actions, speech, or behavior that may harm, intimidate, or discriminate against others.
- 2. Bullying and Harassment:** Bullying, harassment, and any form of intimidation are strictly prohibited. Report such incidents immediately to a teacher, counselor, or school authority.
- 3. Language and Communication:** Use appropriate language and communication that reflects respect for oneself and others. Profanity, offensive language, or hate speech will not be tolerated.
- 4. Personal Appearance:** Adhere to the school's dress code policy, maintaining personal hygiene and appropriate attire that is conducive to a positive learning environment.
- 5. Digital Etiquette:** When using electronic devices or online platforms, follow responsible digital citizenship guidelines, including refraining from cyberbullying and online harassment.

Section 2: Academic Integrity

- 1. Honesty:** Uphold academic honesty by completing assignments, projects, and assessments without cheating, plagiarism, or unauthorized assistance.

2. **Original Work:** Present only one's original ideas and content when submitting academic work. Properly attribute sources and respect copyright laws.
3. **Collaboration:** Collaborate with peers within the boundaries set by teachers. Unauthorized collaboration or copying is prohibited unless expressly permitted.

Section 3: Classroom Behavior

1. **Punctuality:** Arrive on time for all classes and school-related activities, demonstrating respect for others' time and the importance of education.
2. **Class Participation:** Actively engage in classroom discussions, activities, and assignments to enhance your learning experience and contribute positively to the class.
3. **Preparedness:** Bring necessary materials and assignments to class, being ready to participate and learn.

Section 4: School Property and Safety

1. **Care of Property:** Respect school property, including equipment, facilities, and supplies. Report any damage or misuse promptly.
2. **Safety:** Prioritize the safety of yourself and others. Follow safety protocols, evacuation procedures, and guidelines for emergencies.
3. **Substance Use:** Possession, use, or distribution of drugs, alcohol, tobacco, or any unauthorized substances is strictly prohibited on school grounds.

Section 5: Extracurricular Activities

1. **Commitment:** Fulfill commitments to clubs, teams, and extracurricular activities, demonstrating responsibility and teamwork.
2. **Sportsmanship:** Display sportsmanship and fair play during athletic events and competitions, respecting opponents, teammates, and officials.

Section 6: Consequences

Violation of the Student Code of Conduct may result in appropriate disciplinary actions, which may include counseling, detention, suspension, loss of privileges, or other measures as determined by school administration. Repeated or serious violations may lead to more severe consequences.

Conclusion:

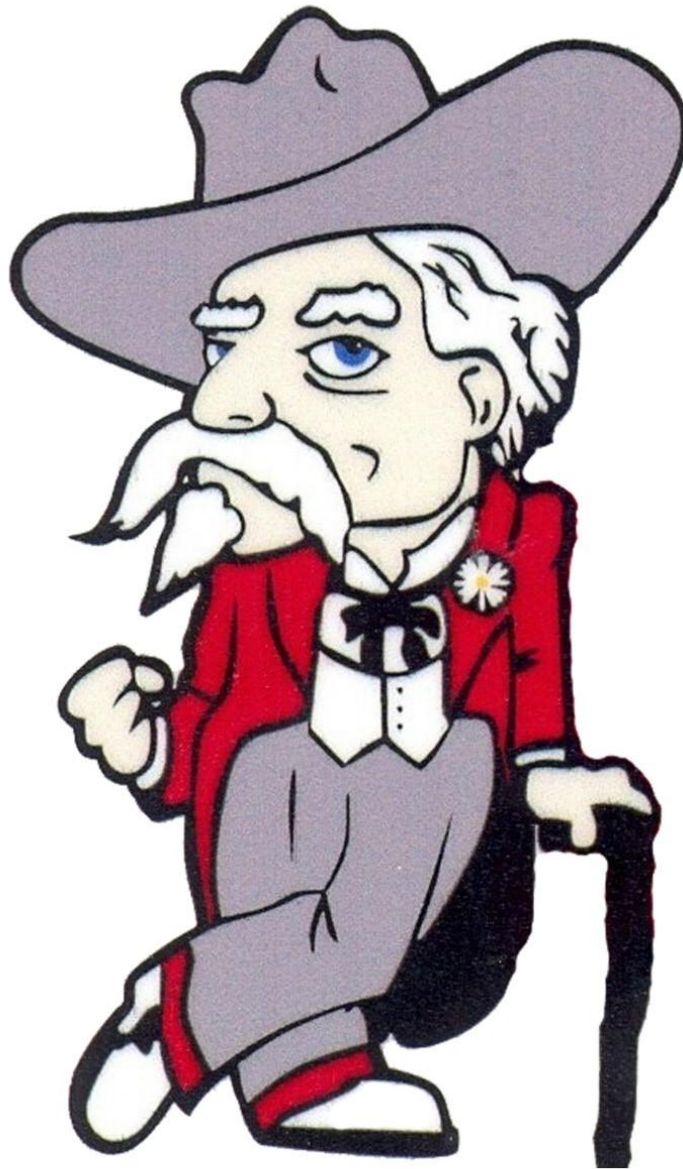
By adhering to the Southland High School Student Code of Conduct, students contribute to a positive and respectful learning environment that promotes personal growth, academic excellence, and the development of responsible citizens. Students, staff, and parents must collaborate to ensure the success and well-being of everyone within the school community.

**Signing this document affirms each individual's commitment to the ideals presented herein.*

Student's Signature: _____ Print Name: _____

Parent's Signature: _____

SOUTHLAND C-9 ATHLETE CODE OF CONDUCT



Southland C-9 Athlete Code of Conduct

This document presents Southland's expectations of its coaches, student athletes, and parent body, all of whom have made commitments to Southland C-9 sports. Taking ownership of this process benefits and strengthens our athletic programs. Please read the document carefully, acquire the proper signatures, and return the sheet to your coach only when you believe you are ready to meet these expectations.

COMMITMENT

Your dedication to the team affects you, your team, and Southland athletics as a whole.

STUDENT ATHLETES WILL:

- Abide by the schedules set by the coaches.
- Be fully prepared and on time for practices and games.
- Not make conflicting appointments during practice or game time, even during long vacations and preseason.
- Go over the practice and game schedules with their parents.
- Use free time in school responsibly (to see teachers and get ahead on homework).
- Not participate in any form of hazing at any time.

COACHES WILL:

- Communicate clearly with athletes and parents.
- Present all families with accurate game schedules.
- Create regular practice schedules.
- Customize the athletic code of conduct to fit the needs of their respective sports and explain the consequences of violating the code at the beginning of each season.
- Exercise good sportsmanship and refrain from any activity that could be considered as bullying, harassment, hazing, and/or intimidation.

PARENTS WILL:

- Respect all decisions made by coaches, referees and officials.
- Model good sportsmanship.
- Respect all players on both teams
- Encourage players to play by the rules.
- Refrain from shouting or criticizing players if they make a mistake.
- Applaud effort and hard work, as well as success.

CONDUCT

You owe it to yourself and to your team to present your best, healthiest self.

- Take care of your body – eat healthy meals, do not drink or abuse substances (illegal or legal), get proper rest, hydrate, warm up and cool down appropriately.
 - Exercise proper sportsmanship. This includes refraining from the use of derogatory terms in relation to race, religion, sexual orientation, and/or gender expression.
 - Refrain from any activity that could be considered as bullying, harassment, hazing, and/or intimidation.
 - Be careful and respectful when using the Internet as a means of social networking.
- There will be no tolerance for any harmful or disparaging actions on social media toward teammates, coaches, or opposing teams.

CONSEQUENCES

The choices you make can affect your playing time, playing eligibility, and discipline status.

Commitment Violations

- At minimum, 2 unexcused tardy appearances or 1 unexcused missed practice will result in a conference with the coach and could result in the athlete missing a start. Each subsequent unexcused tardy appearance or absence (game or practice) will result in the athlete conferencing with the coach and the Athletic Director. At any point after the 4th tardy appearance or 3rd unexcused absence, the athlete will conference with the coach, Athletic Director, Administration, and parent/guardian(s) and may be suspended from participating in team activities. Please remember that these are the minimum guidelines that we ask our coaches to follow. An individual coach may have stricter guidelines that he/she will explain to you at the beginning of the season.

Conduct Violations

- A coach will limit an athlete's playing or practice time when he/she believes the athlete's health is in jeopardy (i.e. any drug and alcohol violations, physical illness, injury). Under these circumstances, the athlete will be referred to the appropriate school service (i.e. nurse, counselor, building administrator), and may not return to the playing field until given proper clearance.
- A coach will limit an athlete's playing or practice time if the athlete exhibits poor sportsmanship by way of language/attitude, or if the athlete exhibits any form of harassment, or if the athlete exhibits misconduct through means of social media. The administration will also be involved on a case-by-case basis to determine the athlete's consequences.
- Any drug and alcohol violation, at any time during the athletic season whether in or out of school, will be subject to disciplinary action as outlined by the Southland C-9 Discipline Matrix and could result in dismissal from the team.

**Signing this document affirms each individual's commitment to the ideals presented herein.*

Athlete's Signature: _____ Print Name: _____

Parent's Signature: _____

Coach's Signature: _____ Sport: _____

Corporal Punishment Statement

- ☐ YOU HAVE MY PERMISSION TO ADMINISTER CORPORAL PUNISHMENT TO MY CHILD.
- ☐ YOU DO NOT HAVE MY PERMISSION TO ADMINISTER CORPORAL PUNISHMENT TO MY CHILD

If you do not wish your child to have corporal punishment, he/she will be sent home for the rest of that day and the next full day.

Parent's/Guardian's Name

(PRINTED) _____ Date _____

X _____
Parent's/Guardian's (SIGNATURE)

2022-2023 Student Handbook Signature Page



Parents/Guardians, please take time to review and discuss the information in the **Southland Junior High/High School Student Handbook** with your child. Included in the handbook is important information regarding school district policies and procedures. Once you have read the handbook, please sign and return this form to the main office. Handbooks can be found on the district’s website at www.southland.k12.mo.us.

By signing this document, I acknowledge that I have read and understand the policies and procedures outlined in the Southland C-9 High School Student Handbook, and agree to act according to the standards, procedures, and policies it contains, and give my consent thereof.

<hr/>	
LAST NAME of STUDENT	FIRST NAME of STUDENT
<hr/>	
STUDENT SIGNATURE	DATE
<hr/>	
PARENT/LEGAL GUARDIAN SIGNATURE	DATE
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