

STUDENT HANDBOOK

2011-2012

**Gideon High School
Gideon, Missouri 63848
(573) 448-3471**

**Accredited By the
Missouri Department
of
Elementary and Secondary Education**

<http://gideon.k12.mo.us>

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INTRODUCTION

LETTER FROM THE PRINCIPAL

Welcome to another school year at Gideon High School. I am looking forward to another great year and hope you are also. We have worked on the handbook this summer and have made some changes to some of the guidelines that you must follow. In addition to AEC and after school detention, we have added lunch detention. After school detention will be on Tuesdays and Thursdays from 3:15-5:15. We also will continue to have Saturday School. This handbook was developed in cooperation with students, parents, and teachers. It serves as your school constitution and must be referred to many times throughout the year. Please read it carefully, for you will be expected to follow these rules and regulations.

Under the direction of Ms. Sandra Rudeseal, our Student Council remains very active. This is your school government and you need to know who your class representatives are. Use your school government to help with any questions or problems that you encounter with Gideon High School rules or regulations. Take any suggestions to your representatives. They will bring these suggestions to the meetings and discuss them. I, as Principal, would like to see a strong student government in place and use these representatives effectively.

Have a great school year!!

Keenan Buchanan, Principal

DISTRICT PERSONNEL AND CONTACT INFORMATION

Dr. David Hollingshead, Superintendent of Schools, 573-448-3911

Mr. Keenan Buchanan, High School Principal, 573-448-3471

Dr. Alicia Shaw, Elementary Principal, 573-448-3447

Gideon School District Automated Voice System, 573-448-3594

Gideon High School Fax, 573-448-3868

Gideon School District Web Site, <http://gideon.k12.mo.us>

Gideon School District 37
Approved 2011-2012 School Calendar

August		
10, 11, 12 15	W,Th, F M	Teacher Workshop Days Students First Day/School Opens
September		
5 14	M W	No School/Labor Day Early Release 1:20 pm
October		
10 12 14 20 21	M W F Th F	No School/Columbus Day Holiday Early Release 1:20 pm End of 1st Quarter (43 days) Parent/Teacher Conference 4-7 pm No School: Parent/Teacher Conf. 8-11 am
November		
9 23,24,25	W W,Th,F	Early Release 1:20 pm No School/Thanksgiving Holiday
December		
16 16 19-30	F F M-F, M-F	Last day before Christmas End of 1 st Quarter(41 days) End of Semester (84 Days) No School/Christmas Holiday
January		
1 2 3 11 16	Su M Tu W M	New Year's Day Teacher Workshop Day Students Return/Classes Resume Early Release 1:20 pm No School/Martin Luther King Jr. Day
February		
8 20	W M	Early Release 1:20 pm No School/President's Day
March		
7 9	W F	Early Release 1:20 pm End of 3 rd Quarter (47days)
April		
2-6	M-F	No School/Spring Break
May		
13 18 21 22	Su F M Tu	Graduation (tentative) Last Day of Class End of Quarter (45 Days), End of Semester (92 Days) No School/Teacher Workshop Day Awards Assembly/Report Cards (morning) Teacher work day (afternoon)

EARLY RELEASE DAYS

Professional development for teachers is an important part of maintaining an effective instructional environment. Therefore, students will be dismissed at 1:20 PM on the following dates so teachers may enhance their teaching skills by participating in two hours of professional development. The early release dates for the current school year are as follows:

Wednesday, September 14, 2011 at 1:20 PM
Wednesday, October 12, 2011 at 1:20 PM
Wednesday, November 9, 2011 at 1:20 PM
Wednesday, January 11, 2012 at 1:20 PM
Wednesday, February 8, 2012 at 1:20 PM
Wednesday, March 7, 2012 at 1:20 PM

KNOW YOUR SCHOOL

School Mascot..... Bulldog
School Colors..... Black and Old Gold
School Song Gideon High School Alma Mater
Classification..... Accredited

PHILOSOPHY OF THE GIDEON PUBLIC SCHOOLS

An educational philosophy is a definitely thought out, consistent attitude toward education. The philosophy of a school is the foundation upon which educational objectives are established and it is the basis upon which to structure a school program designed to meet the educational objectives. The philosophy is the guideline for doing all that the school does.

For Americans, democracy is the way of life, which provides for a high degree of individual freedom and development. Under democracy, the worth and happiness of the individual are of the utmost importance. Democracy recognizes that the very best way to build a better life for all is through a healthy balance of individual and group effort. It must be remembered, however, that democracy is not guaranteed to people by any higher power without regard to their own efforts. Unless they constantly work to improve their way of life, they will eventually discover that they have lost even that heritage of democracy, which has been left to them by their forefathers. The public school system must play a vital role in teaching students the value of democracy and the work that is necessary to maintain democracy.

Democracy recognizes that society is in a constant state of change. All individuals are constantly in a process of physical, mental, social, and emotional change, which is commonly referred to as growth. This growth occurs whether it is directed or not, but when it is directed it is called "education." Many agencies contribute to the education of the individual, but the school is the only agency, which has as its

specific purpose the direction of such growth. Our goal is to produce graduates that will become productive members of society. Thus, we believe that it is our responsibility to provide an educational program that will help produce well-rounded citizens. Our foremost focus must be in the area of academics. We have a responsibility to teach students to learn to use their minds well. In addition, we recognize the need to provide education that will lead to healthful living and adequate social and emotional development.

We believe full access to the provisions offered by the public schools of the United States of America to be the birthright of every boy and girl in the nation. Public schools, therefore, should accept all students as they are and provide them with a stimulating environment and opportunities for learning that will result in continuing life benefits for themselves and the society in which they live.

We believe the school's goals should be simple. Each student should master a limited number of essential skills and areas of knowledge. With the rate at which knowledge is multiplying in today's world, it is impossible to teach all knowledge. Thus, we recognize the need to focus on vital knowledge and to provide students with the skills that will allow them to find and construct knowledge on their own. Within this context the school's goals should apply to all students. The school's atmosphere should be marked by an attitude of un-anxious expectation, trust, and of decency between faculty and students.

We believe teaching and learning should be personalized to the maximum extent feasible. We realize that we must study each pupil under our direction as an individual; and learn all we can about his background, interests, aptitudes, abilities, and desires; and attempt to direct his growth toward success as an individual and as part of the group. We must teach the basic fundamentals in a better way than we have done before, but we must teach individuals in order that they may develop into well-balanced, well-rounded citizens physically, mentally, morally, and emotionally.

We believe the governing practical metaphor of the school should be the student-as-worker and that the student should demonstrate competence in mathematics, science, language, history, and social studies before being awarded a diploma.

We believe public education must be designed to prepare students for the future. Thus, we must be visionary in our application of knowledge, technology, and educational methods. We must provide educational programs that will meet the needs of college bound students as well as those with more vocational needs. We must offer a breadth in the school program at all levels, which will provide for the individual needs, interests, desires, and abilities of all students. We must offer a program of guidance and direction, which will enable each student to take the greatest advantage of the part of the school program most suited for him. And we must always work to offer a quality of instruction, which will insure speedy and efficient learning on the part of all students. We must accept the obligation to provide an educational program, which will help each individual develop his/her social, physical, emotional, and spiritual potentialities to the greatest extent possible.

Approved 3/10/94

MISSION STATEMENT

The mission of the Gideon No. 37 School District is to educate students to become responsible, productive participants in society.

VISION STATEMENT

All students can learn and have the right to learn. The vision of the Gideon No. 37 School District is to help students acquire the knowledge, attitudes, and skills necessary to become healthy, happy, and productive adults who perpetuate and improve the democratic process through positive impact on their communities, their country, and their world.

All teachers have the right to teach. This school's mission can only be accomplished when all teachers are provided with the appropriate environment conducive to learning and helping students become enthusiastic, lifelong learners capable of adjusting to change. All members of the school and community have the responsibility to make this possible.

BELIEF STATEMENTS

- We believe all students have inherent value.
- We believe all students are accountable for their actions.
- We believe all students are entitled to a safe and appropriate learning environment.
- We believe all students can learn.
- We believe all students are entitled to a quality education.
- We believe all teachers are responsible for providing instruction and guidance.
- We believe all adults in our school system should be appropriate models for our students.

**GIDEON SCHOOL DISTRICT
GRADUATE PERFORMANCE GOALS
Taken from the Show Me Standards
Adopted February 14, 2002**

Communication Arts

In Communication Arts, students in the Gideon School District will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
4. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
5. participating in formal and informal presentations and discussions of issues and ideas
6. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in the Gideon School District will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in the Gideon School District will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in the Gideon School District will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in the Gideon School District will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms

3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in the Gideon School District will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

GOAL 1: Students in the Gideon School District will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in the Gideon School District will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3: Students in the Gideon School District will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in the Gideon School District will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

PARENT RESPONSIBILITIES

Education is a joint project of the home, school, and community. Parents must remember that they have an ultimate and legal responsibility for their children's behavior. That responsibility can be summarized in the following "Ten Commandments of Parental Responsibility":

1. Insist on your child's prompt and regular attendance in school.
2. Encourage and help your child give proper attention to health, personal cleanliness and neatness of dress.
3. Provide a place for study and homework. Discourage interruptions and distractions from friends, phone, and TV. Be available for help.
4. Encourage your children to take part in student government and extra-class activities.
5. Insist that your children bring home any communications from school promptly. Read them and, if necessary, discuss them with your children.
6. Speak well of teachers, principal, school, and the education they are trying to provide. Refrain from criticizing school rules when your children are listening. If necessary, discuss them with your children.
7. Attend the informal and voluntary conferences set up by teachers or the principal dealing with your children's progress and with activities which will affect them.
8. Take part in parent-teacher organizations, respond to calls for volunteers, visit the school, attend an occasional meeting of the Board of Education, make your presence and your influence felt in school affairs.
9. Should your children become involved in an infraction of the rules, help them face the problem and resolve it in an orderly manner.
10. When inclined to criticize the school for "a breakdown in discipline," first check the nine points above. How many of them have you observed?

PART I: AUXILLARY SERVICES AND INFORMATION

NONDISCRIMINATION POLICY

The Board of Education believes in the right of every student to receive equal opportunities in all educational programs and activities conducted by the Gideon No. 37 School District. The Board of Education also believes in the right of every qualified individual to except fair and equal treatment both as an applicant for employment and as an employee.

It is the policy of the Board of Education to accord equal consideration and impartial treatment regardless of race, color, national origin, ancestry, religion, socioeconomic status, marital status, sex, age, disabling conditions or organizational memberships. This policy will prevail in all matters concerning the staff, the students, the public, the educational programs and services of the district and individuals with who the Board of Education does business.

In keeping with the requirements of federal and state law, the Gideon No. 37 School District strives to remove and vestige of discrimination in employment, assignment, and promotion of personnel; in educational programs, offerings, services and vocational opportunities offered to students; in the assignment of students to schools and classes; in student discipline; and, in the location and use of facilities and educational materials.

The superintendent shall continue all necessary actions to ensure that discrimination does no occur in the educational program, employment practices or activities of the Gideon No. 37 School District.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

It is the policy of the School District of Gideon No. 37 to identify and serve students regardless of their ability to speak the English language as interpreted through the December 1985, Office for Civil Rights' Title VI Language Minority Compliance Procedures.

MIGRANT STUDENTS

Supportive health and social services are available to each identified migrant student to the extent necessary to enable the student to participate effectively in an educational program.

HOMELESS POLICY

It is the policy of the School District of Gideon No. 37 to follow all provisions of the Stewart B. McKinney Homeless Assistance Act should the need arise at Gideon to educate the homeless children.

The provisions are as follows:

- lacks a fixed, regular, and adequate nighttime residence.
- has a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodation (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

ASBESTOS AWARENESS

August 10, 2011

To: Students and Parents

On October 22, 1986, President Reagan signed into law the Asbestos Hazard Emergency Response Act (AHERA, Public Law 99-519). The law required EPA to develop regulations which provide a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools. On October 30, 1987, EPA published the Asbestos-Containing Materials (ACM) in Schools Rule (40 CFR Part 763 Subpart E). This New Rule requires all public and private elementary and secondary schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings, and implement response actions in a timely fashion. This rule became effective December 14, 1987.

The Gideon No. 37 School District has conducted a complete inspection of its facilities on July 5, 1988, utilizing the services of MEAD Environmental Services. The results of this inspection have been included in a management plan. This management plan is available in the administrative offices of the Gideon No. 37 School District and in the office of the Gideon Elementary School and the Gideon High School during normal business hours, without cost or restriction, for inspection by representatives of the EPA and the State, the public including teachers, other school personnel and their representatives, and parents. The Gideon No. 37 School District may charge a reasonable cost to make copies of management plans.

Periodic surveillance is required every six (6) months and was last conducted on June 1, 2011. A reinspection of our facilities is required every three (3) years and was last conducted on August 7, 2009. Any fiber release episodes and any activities involving the disturbance of the ACM are also recorded in the management plan.

The purpose of the Federal and State regulations is to protect the health and well-being of all persons entering the buildings of the Gideon No. 37 School District for any reason. The Gideon No. 37 School District takes very seriously the recommendations made in the management plan.

The person in the Gideon No. 37 School District trained to oversee asbestos activities and ensure compliance is David Hollingshead. As required in the Rule, David Hollingshead is the single contact for the public to obtain information about asbestos-related activities in the Gideon No. 37 School District. You may reach David Hollingshead in the Superintendent's Office of the Gideon No. 37 School District at 400 Main Street in Gideon, Missouri.

Thank you for your cooperation and understanding.
David Hollingshead, Superintendent of Schools

NO CHILD LEFT BEHIND PARENT NOTIFICATION

Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according to the No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

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

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- 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 you may request, the Gideon School District will also provide to each parent/guardian the following:

- Information on the achievement level of your child in each of the state academic assessments will be distributed annually during the parent/teacher conferences.
- Timely notice if your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

TITLE IX

The Gideon School District does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs or activities. The high school principal serves as the district Title IX coordinator. Inquiries related to district programs may be directed to: Title IX coordinator, Gideon School District, PO Box 227, Gideon, MO 63848; telephone 573-448-3471.

Furthermore, the Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to: Title IX Coordinator, Jefferson State Office Building, 5th Floor, 205 Jefferson Street, PO Box 480, Jefferson City, MO 65102-0480; telephone 573-751-4581. As of July 22, 2005, the Missouri Department of Elementary and Secondary Education's Title IX coordinator is Ms. Jean Cole.

SEXUAL HARASSMENT POLICY

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Gideon School District to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any member of the Gideon School District staff to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of the policy for students to harass other students through conduct or comments of a sexual nature.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or education performance or creating a pervasively intimidating, hostile, or offensive environment.

Any person who alleges sexual harassment by any staff member or student may use the district's complaint procedure or may complain directly to the building principal or other individual designated to receive such complaints.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records.

These rights are outlined below:

- a. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- b. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review and education record in order to fulfill his or her professional responsibility. Upon request, the District may disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.
- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures of the Gideon School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

STANDARD COMPLAINT RESOLUTION PROCEDURE FOR NO CHILD LEFT BEHIND

This complaint resolution procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLB).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy. Local policy and procedure calls for such complaints to be filed with the building level administrator for building level issues or to the superintendent of schools if it is a district level issue or if the situation cannot be resolved at the building level. If a complaint has been made and appealed in accordance with administrative procedures, the parent/guardian or member of the public may appeal the issue to the Board by submitting a written request to the superintendent or the secretary of the Board. The Board will address the complaint in an appropriate and timely manner. If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or Department personnel.

PUBLIC NOTICE HANDICAPPED PROGRAMS

The Gideon School District along with the Department of Elementary and Secondary Education, recognize the need for providing free and appropriate educational programs for various handicapping conditions through special education programs. All public schools are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of that public school.

All public schools are required to provide a free and appropriate public education to all students with disabilities, regardless of the severity, including those attending private/parochial schools, who are

highly mobile, or who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. All public schools are responsible to serve all disability categories beginning on the child's third birthday through age twenty (21), regardless of the child's disability. Disabilities include: autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, 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. Public schools are responsible to refer infants and toddlers suspected of having a disability to Part C early intervention system (First Steps).

All public schools are required to provide parents the right to inspect and review personally-identifiable information collected and used or maintained by the District relating to their children. Parents have the right to request amendment of these records if they feel the information is inaccurate, misleading, or violates the privacy or other rights of their children. Parents have the right to file complaints with the U.S. Department of Education or the State Department of Education concerning alleged failures by the District to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Gideon School District has developed a Local Compliance Plan for implementation of Special Education and this Plan is available for public review during regular school hours on days school is in session in the Office of the Superintendent of Schools. Information regarding the district's policies and procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information is available for public review during regular school hours on days school is in session in the Office of the Superintendent of Schools. The district provides assurance to provide a free appropriate public education (FAPE) to all children with disabilities who reside in the district. Children with disabilities are students, between the ages of 3 and 21 and who have been evaluated and identified in accordance with 162.675(2)(3) RSMo and the individuals with Disabilities Education Act.

Public schools in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth through age twenty (21) who reside in the district or whose parent/legal guardian resides in the District. This Census is compiled as of December 1 each year. This information is treated as confidential and submitted to the Missouri Department of Elementary and Secondary Education. Information to be collected includes: name of each child, parent/legal guardian's name/address; birth date and age of each child; and each child's disability or suspected disability and services provided to the child with a disability. Should the District fail to submit an annual census, the State Board of Education may withhold state aid until the census is submitted. If you have a child with a disability or know of a child with a disability within the Gideon School District, please notify Dr. David Hollingshead, Superintendent, Gideon School District, (573)-448-3911.

This Notice will be provided in Native languages as appropriate.

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 programs 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 the 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 Gideon School 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 Gideon 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 Gideon School District will also directly notify, such as through mail, email, or notices sent home with students, 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 Gideon 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 that time. For surveys and activities schedules after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided with the opportunity to opt their child out of such activities and surveys. Parents will also 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 to 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. 20202-5901

STUDENT/WEB PORTAL

Our student records system has an enhanced parent and student portal. Information available to parents and students may include things such as attendance history, grade history, gradebook information, discipline incidents, lunch bills, course requests, and transcripts. Additional information may be made available through the portal at a later date. Course requests will only be active during pre-enrollment times.

The parent and student portals are currently active. All students in grades 7-12 have been trained and have access to the portal. Students are encouraged to utilize the portal to check grades, assignments and lunch bills.

You can access the portal from the link on the school district home page or by entering the following in your web browser: <https://websis.gideon.k12.mo.us/uplinkos/login.php>

If you need assistance in using the portal, you can contact the building office.

DISMISSAL OF SCHOOL

If it becomes necessary to dismiss school due to inclement weather or other perils the district will utilize the School Messenger system to initiate a telephone call to the parent telephone number on record. If the dismissal notice occurs outside of the regular school day or on weekends, only the home phone number will be called. If the dismissal occurs during a regularly scheduled school day, both home phone numbers and cell phone numbers will be called. It is important for us to have accurate telephone contact information in order for you to receive timely notifications of dismissal announcements.

Attempts will also be made to post such announcements on the following radio and television stations:

KBOA/KTMO (98.9 FM)	Kennett	KFVS-TV	Cape-TV 12
KJEZ/KKLR/KWOC	Poplar Bluff	KAIT-TV	Jonesboro-TV 8
KDEX (102 FM)	Dexter		

When possible, dismissal announcements will also be posted on the school district Internet site.

DELAYED STARTS

When weather conditions such as fog or winter weather create temporary hazardous conditions as determined by the Superintendent of Schools, the start of school may be delayed for up to two hours. Parents will be responsible for their children's care. Because teachers will not be here for proper supervision, school buildings will remain closed during this delay period, and will not re-open until the appointed time. If conditions do not improve during this delay, school may be closed for the entire day.

Delayed starts will be announced through the School Messenger telephone system and through the same media outlets utilized for school dismissal announcements.

SNOW ROUTES ONLY

There may be times when the district will announce that buses will run on snow routes only. Snow routes will consist of the cleared blacktop portion of district routes. If buses run on snow routes, parents will be responsible for getting their children to the nearest cleared blacktop route location if they desire to use district provided bus transportation.

SCHOOL MESSENGER TELEPHONE NOTIFICATION SYSTEM

Note: It is essential that you keep us informed of telephone number changes if you are to be properly informed of important notifications. If you do not have your voicemail set up on your cell phone service or if you do not check your voice mail, you will likely miss numerous important announcements from the district.

The Gideon School District is using a telephone broadcast system known as School Messenger to make reminder phone calls, announcements, or emergency notifications to parents and staff. The system can also generate text messages and reminder email notifications which may also be used. Hence it is important that we have updated telephone and email contact information at all times. Messages can be sent to home phones as well as cell phones. Messages can be targeted to a specific group of individuals

for reminder notifications or to all parents and staff for important announcements or emergencies. Generally announcements will be sent only to your main recorded telephone number. Emergency and critical announcement calls will be sent to all listed phone numbers. The Gideon School District will continue to report school closings due to snow or weather through our normal media notification process and will use this system as an overlay to the public announcements.

When used, the service will simultaneously call the phone numbers that you have provided to the district and will deliver a recorded message from the building principal or another school administrator. It is vital that we have both your home and cell contact numbers in order for these announcements to reach you. In some cases, this will be the only avenue we will utilize to try to communicate information to you on short notice. The service will deliver the message to both live answer and answering machines. If no one answers or if a busy signal is received, the number will be automatically retried twice in 15 minute intervals after the initial call.

IMPORTANT: If you simply hang up and don't listen to the message, the system will assume that the message was not delivered and will retry. If you don't want to listen to the message, simply press the number 1 and then hang up. The system will record that the call was received on that number.

Things you should be aware of concerning our use of the School Messenger system:

1. Live Answers -- There is a short pause at the beginning of the message, usually just a few seconds. Answer your phone as you normally would --"Hello" and hold for the message to begin. Multiple --"Hello's" will delay message. Inform all family members of this process who may answer your phone.
2. Answering Machines -- The system will detect that your machine has answered and will play the recording to your machine. The maximum numbers of rings before hang up is 5. Make sure your machine answers after 4 rings or you may miss the message.
3. Message Start -- Messages will begin with a brief introduction.
4. Calls -- In the event a cancellation decision is made the night before, or in the early morning hours, the broadcast message will normally be sent to your main as provided to us on the information sheet at the beginning of school. Emergency calls, as currently configured, will be sent to all phone numbers provided.
5. Message Repeat --At the end of the message you will be prompted to press a specific key to hear the message again. This is very effective when a child answers the phone and hands it to a parent, who can then _Repeat' the message in its entirety.

Some reasons for false detection:

1. Loud background noise; television, radio, general noisy environment.
2. Cordless phone that has static or other foreign noise.
3. Not saying hello or delaying saying hello

4. Some cell phone greeting messages can “trick” the system into beginning the message early. If this happens, try recording your cell phone message again. This sometimes corrects the problem. Make sure there are no long pauses in any cell phone greeting message.

What can be done to remedy false detections?

1. Do not say hello more than once, if the system detected your answer incorrectly all noise will reset the three-second counter.
2. If, after you answer, the message does not immediately play- you can cover the mouthpiece of the phone to cutout all background noise the message should then play after three seconds.

**GIDEON SCHOOL DISTRICT
APPROVED BREAKFAST AND LUNCH PRICES
2011-2012 SCHOOL YEAR**

	2011-2012
Breakfast	
Full Price	\$.95
Reduced Price	\$.30
Adult Price	\$1.35
Lunch	
Full Price—Elem	\$ 1.45
Full Price—HS	\$ 1.55
Reduced Price	\$.40
Adult Price	\$ 2.35
Extra Milk	\$.30

Children are expected to pay in advance by the day or by the week. Payments are collected and recorded by the first hour teacher. Please make checks payable to Gideon Schools. PLEASE do not get behind on meals.

HEALTH SERVICES

IMMUNIZATIONS

According to Missouri State Law, it is unlawful for any child to attend school unless he/she has been immunized, as required under the rules and regulations of the Division of Health, and can provide satisfactory evidence of such immunizations. The district will not allow a student to attend school until the district has satisfactory evidence on file that the student has been immunized, that the immunization

process has begun and satisfactory progress is being accomplished or that the student is exempted from obtaining immunizations in accordance with law.

It is the parent's responsibility to provide the school with evidence their child has been adequately immunized in order to be in compliance with the law. This includes the dates of the initial series of shots, as well as the dates when boosters were administered. As shots are given, parents must bring or send the records to school to be recorded on their child's health file in order for the records to be kept up-to-date and accurate with the law. There is a shot clinic in order to maintain compliance in our district. This will be done biannually in June and September.

SICK CHILDREN

Children who become ill at school are sent to the nurse. If they are too sick to remain at school, parents are called to take care of them. If the parent cannot be reached, we call the emergency number(s) listed on the pupil's enrollment information. Please be sure that this information is kept current, and that it is always possible for us to reach someone who can act in your place. Please make sure the person you give as an emergency number knows and is willing to get a message to you if you are needed at school. If contact cannot be made with a family member, a physician will be called for temporary treatment until family arrives.

Your child will be sent home automatically, if he/she is vomiting or running a temperature of 100 degrees or more. If a child has had fever, diarrhea, or vomiting within 24 hours, they probably should stay at home. If they come to school sick, they must be taken home.

The school must have emergency phone numbers to use to contact parents. If we are unable to contact anyone we may use the police/law enforcement to get a message to the parents.

MEDICATION

In compliance with State and Federal Law, Gideon School will follow the policy statements as listed below:

1. Over-the-Counter Medications-The district may administer over-the-counter medication to a student upon receipt of a written request and permission to do so by a parent/guardian. All over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label.
2. Prescription Medications-The parent/guardian must provide the district with written permission to administer the medication before the district will administer the prescription medication to the student. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed.
3. Storage of medication at school must be under lock and key and dispensed only by the school nurse or her designee.

NO CHILD IS ALLOWED TO HAVE MEDICATION IN HIS/HER POSSESSION FOR SELF-ADMINISTERING -- this includes aspirin. **The only exception to this rule is asthma inhalers.**

Other exceptions will be reviewed on a case by case basis by the school nurse and building principal. The danger of reaction and/or children accidentally taking medication by error necessitates the strict enforcement of this policy. Parents may come to school to administer medication to your child during school hours. Please check in at the office when you come to school. Send a note if your child is taking cough drops. Check with your physician concerning cold medicines. Most medicines may be given before and after school.

Violation of this rule may invoke disciplinary action as described in Board Policy JG-R. This action may be suspensions from 1-180 days, expulsion, notification of law enforcement officials or documentation in the students disciplinary record.

COMMUNICABLE DISEASE POLICY

A student shall not be permitted to attend classes or other school sponsored activities, if the student is known to be afflicted with or liable to transmit any contagious or infectious disease unless the board or its designee has determined, based upon medical evidence, that:

1. The student is no longer infected or liable to transmit the disease; or
2. The student is afflicted with a chronic infectious disease which poses little risk of transmission in the school environment.

Any staff member who knows a student has been exposed to a contagious or infectious disease or who observes symptoms of such a disease shall inform the nurse or building administrator who will review the case or request other professional (school nurse, physician, county nurse) to review the case. If the designated health professional determines that the student is infected with an acute infectious disease of short duration, the student will be excluded 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," FHC 16, or until a physician certifies the student no longer is liable to transmit the disease.

For more detail, refer to the Rules and Regulations of the Board of Education.

MARKETING OF PERSONAL INFORMATION

The beginning of each school year, basic enrollment information is collected on each student. This information is not used for marketing purposes with the possible exception of the selling of yearbooks.

DIRECTORY INFORMATION

"Directory Information" is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The school district designates the following items as "Directory Information: "student's name, parent's name, address, telephone number, electronic mail address, date and place of birth, grade level, major field of study, enrollment status (e.g. full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photograph including photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

The district shall annually notify parents of students currently in attendance and eligible students currently in attendance of the "Directory Information" the district will release. Parents or eligible students will have ten (10) school days after the annual public notice to view the student's "Directory Information" and to provide notice in writing to the school district that they choose to not have this information or any portion of the "Directory Information" released. Unless notified to the contrary in writing within the ten (10) school day period, the school district may disclose any of those items designated as "Directory Information" without the parent's or eligible student's prior written consent, including in print and electronic publications of the school district.

"Directory Information" is considered a "public record" which must be released by the district to any person who requests it under the Missouri Sunshine Law, §§ 610.010 - .030, RSMo.

Marketing of Personal Information – The district's policy is to not disclose or collect any personal information about students which would be used for marketing or selling.

Release of Student Records to Armed Forces Recruiters and Education Institutions – Names, addresses, and telephone numbers of students will be released to all military recruiters or institutions of higher education that request them unless parents specifically request that this information not be released.

PART II: ACACEMICS

ADMISSION REQUIREMENTS

In order to register a student, the parent, legal guardian or emancipated student must provide proof of residency. Proof of residency consists of some form of documentation that the student physically resides in the district. Non-resident students are not eligible to enroll in the Gideon No. 37 School District without the payment of tuition and administrative approval.

All residents of this district who have completed elementary school and who have not reached 21 years of age prior to the beginning of the school term are eligible to enroll in Gideon High School. Persons over 21 years of age may attend only by special permission of the Board of Education upon payment of a tuition rate as established by the Board of Education.

No discrimination shall be shown in the enrollment, assignment, or instruction of any student because of race, religion, national origin, or gender.

GIDEON HIGH SCHOOL ACADEMIC STANDARDS

The Gideon School District sets high academic standards and holds high expectations for all students. Gideon High School is designated as an A+ School by the Missouri Department of Elementary and Secondary Education.

A student must complete four years of high school and meet all necessary academic requirements in order to receive a diploma and graduate from Gideon High School. Students must have attended the Gideon High School for at least the last two consecutive years to be eligible for receiving the Valedictorian or Salutatorian awards upon graduation. Students opting for early graduation or participating in a recognized foreign exchange program will retain their eligibility for receiving the Valedictorian or Salutatorian award. Grades earned in such programs will only count on the student's GPA at the request of the student.

To be eligible for the A+ Tuition reimbursement students must attend a designated A+ School for three consecutive years prior to graduation and meet other eligibility requirements.

To enroll in an advanced course within a given subject field, a student must have successfully complete the preceding courses in that subject. (Example: To enroll in English II, the student must have completed English I.) Any exemption from this requirement must be approved by the principal in consultation with the counselor and teacher. Students are expected to pass the courses in the semester and year in which they take them. Exemptions will only be granted for unusual circumstances.

Students who have a failing grade in a course at the quarter or the semester may be required to participate in remedial offerings such as before or after school tutoring.

A change of class after one week of the semester has passed will be made only on the recommendation of the principal in consultation with the counselor. The principal must approve all changes.

If a student receives an incomplete grade in a course, he/she will be required to remove any deficiencies within a two-week period from the date the grade is given. After this period of time has elapsed, the incomplete grade will automatically be recorded as —F unless otherwise advised by the principal.

Students transferring to Gideon High School will furnish complete transcripts of their grades and credits from their previous schools. These grades will be evaluated during their first quarter of work at Gideon High School. Students are also required by law to provide health records and proof of immunization prior to being allowed to enroll.

Students must participate in statewide assessments. The guidelines for state assessments can be obtained by contacting the district office.

GRADUATION REQUIREMENTS For Students Graduating in 2010 and Beyond

Communication Arts	4.0 units
Social studies (Must Include ½ unit of Government)	4.0 units
Math	3.0 units
Science	3.0 units
Fine Arts	1.0 unit
Practical Arts	2.0 units
Physical Education	1.0 unit
Health Education	0.5 units
Personal Finance	0.5 units
Electives	6.0 units
 Total	 25.0 units

Required Courses By Grade: ***

FRESHMAN

English I
Pre-algebra or Algebra I
Career Explorations/Health
Physical Education
Physical Science
American History
Fine Arts Electives

SOPHOMORE

English II
Algebra I, Geometry, Algebra II
Global Studies
Biology
Practical Arts Elective
Other Electives
(must include fine arts if not completed freshman year)

JUNIOR

English III
Algebra II
Geometry, or Business Math
Personal Finance/ACT Prep
Government/Economics
Astronomy/Earth Science
Electives:
Anatomy/Phys., Botany/Zoology
Chemistry I, or Physics,
Foreign Language, Literature,
Creative Writing
Practical Arts Elective (if needed)
World History II, Modern History,
Econ., Psych/Sociology
Dual Credit Courses
Other Electives

SENIOR

Eng. IV, Lit. or Creative Writing
Social Studies Credit if needed:
World History II, Modern History,
Psych/Sociology
Business Math (if needed)
Electives:
Business Math, Trig/Math Analysis
Chemistry I or II, Physics I or II,
Anatomy/Phys., Botany/Zoology
Foreign Language, Literature,
Creative Writing
Dual Credit Courses
Other Electives

*** Course sequence and offerings may be modified depending upon available staff and resources and the availability of ITV courses. Exceptions or changes to graduation requirements are subject to the recommendation of the principal and approval by the superintendent and/or school board. Equivalent courses may be substituted within the required course sequence by permission of the high school principal. Appropriate ITV or dual-credit courses may be substituted within the required course sequence with permission of the high school principal.

The High School Counselor will work with students to develop a specific four-year course plan that meets these course requirements and includes appropriate career path information.

Certain courses will generally be offered on an alternating year basis. This should be considered when developing a student's course plan. Those courses include:

- Economics/Contemporary Issues alternating with Psychology/Sociology
- World History II alternating with Modern History
- Literature alternating with Creative Writing
- Botany/Zoology alternating with Anatomy/Physiology
- Business Math alternating with Computer Applications
- Math Analysis or Calculus alternating with Trigonometry

Students who have earned sufficient credits may opt for early graduation as detailed in Policy IKFA. Students using this option could still participate in the spring graduation ceremony but would be considered alumni for all other activities. Thus, they would not be eligible to participate in the senior trip.

Exceptions

1. Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's Individualized Education Program (IEP).
2. Students transferring from another accredited Missouri school as a junior or senior who cannot reasonably complete the district's requirements may be permitted to graduate based on the successful completion of a program of studies that would have met the graduation requirements at the school formerly attended, including the requirements of (2) and (3) above.
3. Students who transfer from another state or country or an unaccredited private, public or home school and who are placed in the ninth grade will be required to meet all established graduation requirements. If such a student is placed in the tenth grade or higher, the district will work with the student and the parents/guardians to develop a program of studies that will result in graduation if successfully completed.
4. Eligible students who successfully complete the Missouri Option Program (formerly the GED Option Program) will be awarded a high school diploma.

Earning Credit

1. The superintendent or designee is directed to assign credit values for courses offered by or through the school district and to develop formulas and procedures for awarding credit to transfer students who transfer from a district that uses a different standard for awarding credit.
2. The Gideon 37 School District recognizes units of credit obtained through accredited schools, including credits earned through correspondence courses or courses delivered primarily through electronic media, such as satellite video, cable video or computer-driven or online courses. For the purposes of this policy, an "accredited school" is the Missouri Virtual Instruction Program (MoVIP); a private agency where students with disabilities are placed by a public school; or any school accredited by the Missouri Department of Elementary and Secondary Education (DESE), the North Central Association of Colleges and Schools (NCA), the Independent Schools Association of the Central States (ISACS) or the University of Missouri Committee on Accredited Schools Non-Public (CAS). If a school is located in another state or country, that school must be accredited by that state's or country's department of education, NCA, ISACS or the equivalent agencies.
3. Students may earn advanced-standing credit by successfully completing high-school level courses prior to entering the ninth grade. For students in the graduating class of 2010 and beyond, this advanced-standing credit may be counted toward meeting all graduation requirements, including state minimum requirements. Students graduating prior to 2010 may use advanced-standing credit to meet subject-area requirements and district graduation requirements, but may not count the credit toward meeting the minimum number of credits required by the State Board.
4. The district will waive one (1) unit of academic credit in communication arts, math, science or social studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program.
5. Students may earn credit for a subject that has been embedded into another subject-area course in accordance with guidelines established by DESE.

6. The district will award credit to students who can demonstrate mastery of competencies for a particular course by successfully completing a district-approved mastery assessment tool.
7. Students may earn credit by other means as approved by the Board and in accordance with law.

JUNIOR HIGH REQUIREMENTS

Junior high student schedules have very little flexibility. All junior high students will take the four core courses of mathematics, social studies, communication arts, and science. Junior high students will be able to participate in physical education/health and have some choice in fine arts and practical arts electives.

Students are expected to meet high standards in all of their classes. Students failing at the end of a quarter or a semester may be required to participate in remedial opportunities such as after or before school tutoring. Students who have two or more failing semester grades in core classes will be required to make up those classes through summer school work or may be retained unless they participate in appropriate remedial opportunities and demonstrate sufficient mastery of course content. Students who fail three or more core classes will be retained in their current grade level unless appropriate summer school and district approved online/correspondence courses are completed at student expense prior to the start of the next school year.

IEP STUDENTS

Requirements for graduation for IEP students will be established based on the individual's IEP and approval by the superintendent for recommendation to the Board of Education, after administrative consultation. Promotion, retention, and remediation decisions for IEP students will be dependent upon the established IEP for the student.

CLASSIFICATION OF STUDENTS

Freshman	0 to 6.5 units
Sophomore.....	7.0 to 12.5 units
Junior	13.0 to 19.5 units
Senior.....	Above 19.5

DIPLOMAS

Regular High School Diploma-Awarded to students meeting the graduation requirements set by the Gideon Board of Education.

College Preparatory Diploma-Awarded to students who complete a rigorous high school program, meet minimum GPA requirements, and meet a required ACT Score. Specific requirements are available from the high school counselor.

Certificate of Attendance-Awarded to students who attend regularly for 8 semesters but do not meet the graduation requirements set by the Gideon School Board or who complete a modified program of studies.

All obligations of the student, such as money owed, returning materials, etc., must be taken care of before a student will receive his/her diploma.

WEIGHTED COURSES

Certain classes are classified as —Advanced Academic” and will carry more weight in determining rank in class. Currently, the following classes will be designated as —Advanced Academic.” Adjustments to the weighted course list may be made by administrative decision based upon demanding course content and higher than average student expectations.

English IV	Physics I-II
Chemistry I-II	Foreign Language II-III-IV
Geometry/Algebra II	Anatomy/Physiology
Botany/Zoology	Math Analysis/Trigonometry
Psychology	Calculus
Sociology	Dual Credit College Courses

PROCEDURES FOR RECEIVING HIGH SCHOOL CREDIT FOR DUAL CREDIT COURSES

1. Students completing approved dual credit courses during their Junior and/or Senior years shall submit a copy of their semester grade report to the high school office. Credit cannot be transcribed without this grade report.
2. Dual credit courses are considered weighted courses. Students have the option of just receiving graduation credit without having the course calculated into their GPA or they can have the course calculated into their GPA. Unless otherwise notified, it will be assumed that the course should be calculated in the GPA.

FOREIGN LANGUAGE WITH ROSETTA STONE

Students in the Gideon School District have the opportunity to select from one of several different foreign languages through Rosetta Stone Online Classroom. Rosetta Stone is a well known company that provides, self-paced foreign language instruction in an online environment. Rosetta Stone can be accessed on campus or from any Internet Connected computer. A USB Headset is required to adequately use the speech recognition component of Rosetta Stone.

Rosetta Stone utilizes the language immersion technique to teach a new language. Foreign Language instruction is available to all students in grades 4-12. Languages should be selected carefully as our license agreement limits changes between languages in any year. In general, each foreign language has 4 to 5 levels.

Earning Credit with Rosetta Stone

Students in grades 7-12 have the opportunity to take Rosetta Stone Foreign Languages for credit. Credit for students completing levels in grades 7 and 8 will not be recorded on their transcript until they enter high school.

Students may take Rosetta Stone languages in an on campus classroom setting for a grade. Students completing a language on their own may petition for credit, but no grade will be issued.

One-half unit of credit will be awarded to students in grades 7-12 for each level completed at an overall score of 75% or better. Students may earn up to one foreign language credit per year, with no more than 2 credits in any individual language.

If you take a foreign language on campus in a classroom or scheduled independent study setting, you have the option of earning a grade for the foreign language. The grade will be based on your overall score as determined by the Gideon High School Grading Scale. You also have the option of including the grade in your GPA or excluding it. If you take a foreign language on campus and you do not complete a level within the semester, you will have up to one additional semester to complete that level. If at the end of the extended time you have not completed the level, no record of the course will be entered. It will be as if you had never signed up for the course.

Students in grades 7-12 who complete a foreign language as a self-paced course completed outside of the regular classroom or not part of the students schedule must complete a Petition for Foreign Language Credit form and submit it to the high school office to have the credit added to your transcript. This form must be completed and submitted within 90 days of completion of the level or before signing up for another language and while the information in Rosetta Stone can be verified.

GIDEON HIGH SCHOOL INTERVENTION 2011-2012 SCHOOL YEAR

The administration and faculty are currently working on revising the High School intervention for the school year 2011-2012. When completed, a copy will be distributed to all high school and junior high students.

COMPREHENSIVE SEMESTER EXAMS

Comprehensive final exams will be required in all classes. These finals will be given the last two full days of each semester. Teacher will calculate grades on a ~~work day~~ that will be after the final. Final grades will not be calculated prior to the end of the semester. The finals will be comprehensive in nature and will cover major items of the entire semester. This will not be just a ~~final test~~. Teachers will submit copies of the proposed finals to the building principal prior to the date of the final. The final should have a value that is equivalent to a normal test.

First semester finals will be given December 15th and 16th, 2011. Odd hour exams will be given on December 15th, 2011. Even hour exams will be given on December 16th, 2011. Second semester finals will be given on May 17th and 18th, 2012. Odd hour exams will be given May 17th, 2012. Even hour exams will be given on May 18th, 2012.

Students who have an ~~A~~ entering the final will be excused from the final. Also, any student with 95% attendance or better and a C or better average in the class will be excused from the final.

PERMANENT RECORDS

A cumulative record for each student is on file in the office. This record consists of courses taken, grades received, class rank, test scores, and attendance record. It is important that you establish a good record for yourself, as it will be with you for the rest of your life.

Permanent records may be released without prior consent of either the student or his/her parents or legal guardians to school officials and teachers who have legitimate educational interest in examining the information. Parents may have access to their children's records as provided by state and federal laws and regulations.

Disclosure of information from a student's education records will be made only with the written consent of the parent or eligible student, subject to the following exceptions:

- a. The district may disclose education record information without consent when the disclosure is:

- 1) To school officials who have a legitimate educational interest in the records.

A school official is:

- ▶ A person employed by the district as an administrator, supervisor, instructor, or support staff member, including health or medical staff.
- ▶ A person elected to the School Board.
- ▶ A person employed by or under contract to the district to perform a special task, such as an attorney, auditor, medical consultant, therapist, etc.
- ▶ A person who is employed by the school district's law enforcement unit.
- ▶ A student serving on an official committee, such as disciplinary or grievance committee, or who is assisting another school/official in performing his/her tasks.

A school official has a legitimate educational interest if the official is:

- ▶ Performing a task that is specified in his or her position description or by a contract agreement.
- ▶ Performing a task related to a student's education.
- ▶ Performing a task related to the discipline of a student.
- ▶ Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
- ▶ Maintaining the safety and security of the campus.

- 2) To officials of another school, upon request, in which a student seeks or intends to enroll.
- 3) To authorized representatives of state and local educational authorities.
- 4) School districts may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in 20 U.S.C. § 1232g (b)(1)(E).
- 5) To accrediting organizations to carry out their accrediting functions.
- 6) To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
- 7) To parents of a student who is not an eligible student or to the student.
- 8) To comply with a judicial order or a lawfully issued subpoena.
- 9) In connection with a student's request for or receipt of financial aid to determine the eligibility amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- 10) To the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the United States Department of

Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority, or state and local education authorities in connection with an audit or evaluation of federal or state supported education programs or for the enforcement of or compliance with federal legal requirements relating to these programs.

- 11) To appropriate parties in a health or safety emergency.
- 12) To other persons authorized to receive education records pursuant to FERPA and 34 C.F.R., Part 99.

2. The school district will maintain a record of all requests for and/or disclosures of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom the information may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or eligible student. This paragraph does not apply if the request was from or the disclosure was to:

- ▶ the parent or eligible student,
- ▶ school officials within the district who have a legitimate educational interest in the student's education records,
- ▶ a party with written consent from the parent or eligible student,
- ▶ a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed,
- ▶ or a party seeking "Directory Information".

GRADE REPORTS

Grade cards will be issued in homeroom. Quarter grades are combined to give semester grades. Semester grades are recorded on the students' permanent record and will be used to calculate grade point averages for high school students.

Grading Scale :

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

Students who owe the school money or have not returned materials issued to them, such as uniforms or library books, must have these matters taken care of by said deadlines before they will receive their grade cards.

PROGRESS REPORTS

Progress reports will be mailed to parents at the approximate midpoint of each quarter. These reports are to inform the student and parent of deficiencies or lack of progress in a class. Reports are sent at the discretion of the teachers.

HONOR STUDENTS

Students are recognized for academic achievement by placement on the honor roll. Students are recognized on a quarterly basis by being listed on the Honor and Merit Rolls. These lists are released to the media. Students are recognized for superior scholastic achievement on an annual basis through the Superintendent's Honor roll and the Principal's Honor and Merit Rolls. The requirements for each of these academic honors is as follows:

Honor Roll - Quarterly - Students must maintain a B+ to A (9.00 to 11.00) average, with no more than 5 absences during the quarter.

Merit Roll - Quarterly - Students must maintain a B- to B (7.00 to 8.99) average , with no more than 5 absences during the quarter.

Superintendent's Honor Roll - Annually - Students must maintain a 95% average attendance with an A- (10.00) grade point average for the first three quarters of the school year. A trophy will be awarded at the end of the year.

Principal's Honor Roll - Annually - Students must maintain a 95% average attendance with a B+ to A (9.00 to 11.00) grade point average over the first three quarters of the school year. A certificate will be awarded at the end of the year.

Principal's Merit Roll - Annually - Students must maintain a 95% average attendance with a B- to B+ (7.00 to 8.99) grade point average over the first three quarters of the school year. A certificate will be awarded at the end of the year.

LOCAL SCHOLARSHIPS

Several scholarships are sponsored by local organizations for seniors graduating from Gideon High School. Applications are available in the principal's office in the spring, and deadlines are announced several days in advance. Scholarship requirements are set by the sponsoring organizations and selections are made in cooperation with school officials.

The following scholarships are available to graduating seniors of Gideon High School:

1. Woman's Club Scholarship: Citizenship is a primary consideration. The amount is \$500.00, one-half payable upon registration, the second payment contingent upon successful completion of first semester. Must be repaid if the first year is not completed.
2. W.P. Anderson Scholarship: Selected by a committee of High School Faculty members. Scholarship and need are primary criteria. Amount is \$1,000.00, one-half payable upon entrance. Second half is payable on successful completion of first semester.
3. French-Winston Scholarship: Selected by School/Commercial Bank of Gideon committee. Amount is \$500.00 payable one-half each semester.
4. The Charles and Truda Drennan Foundation Scholarship: Selected by the Foundation Trustees. Based upon scholarship, citizenship, and need. The amount is \$1,400.00 payable one-half each semester.
5. Alumni Scholarship: Citizenship is a primary consideration. Priority will be given to the child of a G.H.S. Graduate. Amount is \$1,000.00, one-half payable upon registration, the second payment contingent upon successful completion of first semester.
6. C.T.A. Scholarship: Consideration is given to any student. Amount is \$300.00 payable upon registration.
7. James Carl Anderson: Selected by a committee of High School faculty members. Scholarship and need are primary criteria. Amount is \$1,000, one-half payable upon entrance, second half payable on successful completion of first semester.
8. Upward Bound Scholarship: Funded by the faculty and staff of the Gideon School District. The number and amount varies from year-to-year but is generally between \$100 and \$300 per award. Payable in one payment upon verification of enrollment.
9. Pepsi Scholarship: Amount is \$500, payable in one payment upon verification of enrollment.
10. Peach Orchard Gin Scholarship: Amount is \$600, payable directly through Peach Orchard Gin upon verification of enrollment.

Part II: STUDENT CONDUCT (Rules and Regulations)

DAILY PROCEDURES AND POLICIES

1. School is the first concern of the student, and the student should make every effort to be in each class every day. This means not to schedule doctor appointments, dental appointments, vacations, work, etc., during school hours.
2. Students who arrive at school after 8:15 a.m. must report to the principal's office.
- 3..The Gideon No. 37 School District employs a closed campus. During the regular school day, no student may leave the school premises without permission of the principal. Students **MUST** be signed out in the office by a parent or guardian before they will be released early from school. Teachers will not allow any child to leave with a parent unless they are notified that the parent has been to the office. The parent should wait at the front of the building until the child arrives from the classroom.

To visit with a teacher a parent/guardian must check in with the office. The office will contact the classroom teacher to set up a conference. The classroom teacher is not permitted to meet with you without verification from the office.

It is the policy of the high school office NOT to allow persons other than parent/guardian to sign a child out unless the parent has given permission for this. This policy is necessary for the protection of the child. If it is necessary for someone other than the custodial parent/guardian to pick up a child, a phone call from the custodial parent is necessary before this will be allowed. (Due to liability and safety reasons we cannot accept unverifiable phone checkout requests. We must be able to verify such requests by a return call to a registered number.)

Parents requesting their child NOT to be permitted to leave with specific persons should contact the principal and put this request in writing each year. A copy of a court order or custody agreement may be requested to be placed in the child's record.

If a child returns to school on the same day, the child should report to the office so that the time of arrival can be noted.

Students are not to have visitors on campus at any time during the day. Anyone wishing to visit the school must obtain permission from the principal's office.

- 4..Conduct between boys and girls while at school should be such that students, faculty, or visitors are not offended or embarrassed. Boy-girl relations are a vital part of growing up and should be kept on a wholesome level at all times. Hand-holding and other physical contact is not allowed.

5. Students are expected to be on time for class. There is sufficient time between bells to go from any one classroom to another. Going to your locker or talking to friends between classes is a common cause for tardiness. If a teacher keeps you after class for some reason, be sure you obtain a note from the teacher explaining your tardiness. A student is allowed 3 tardies per semester. Upon receiving the fourth tardy, you will be assigned one (1) 8th hour for each tardy thereafter for the remainder of the semester. Excessive tardies will result in being referred to AEC.
6. Gideon High School telephones are business telephones. Students are to use them only in emergencies to call home or for school business.
7. Students are not allowed to smoke or use other tobacco products on campus. This also applies to extracurricular activities after school hours, such as at ball games.
8. Students who are absent from school for any reason must obtain an admit slip from the principal's office between 8:00a.m. and 8:15a.m. Students late to class will be issued an unexcused tardy.
9. Always be where you are supposed to be, when you are supposed to be there, and be doing what you are supposed to be doing.
10. Make-up work is the student's responsibility. Arrangements to do the work must be made within two days after returning to school, and the work must be completed within the time assigned by the teacher. Failure to do so will result in the student receiving a zero for all work missed.
11. Students should not be in the hall when the bell rings for class to begin.
12. Students are not to take food out of the Cafeteria.
13. Students passing in the hall during class must be in possession of a hall pass indicating the reason for their absence from class.
14. Students using the building after school hours must have a faculty member present.
15. Students are not to write on their lockers nor may they place anything on the outside of their lockers. Stickers shall not be placed inside of the lockers. Only tape or plastic tack may be used to attach items to the interior of lockers.

PLEDGE OF ALLEGIANCE

Students will be given the opportunity to recite the pledge of Allegiance each Monday morning during the first period of the day. (Approximately 8:25 A.M.) After lunch money and absentees have been taken the teacher will lead or select a student to lead the class in the Pledge of Allegiance. Student participation is voluntary. If there is no school on Monday, the Pledge will be recited the following day.

ATTENDANCE REGULATIONS AND PROCEDURES

As directed by the Board, the following procedures will be used to implement the district's attendance policy.

Definitions

Attendance -- A student is considered to be in attendance if the student is physically present in a class; participating in a district-sponsored or district-approved activity; participating in a class through alternative methods or media as allowed by Board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the district.

Parent -- A parent, guardian or person acting as a parent in the absence of the parent or guardian if the student is under 18. If the student is 18 or otherwise emancipated, the student will serve as the parent for purposes of this procedure.

Tardy -- A student is tardy if the student arrives after the expected time. Tardiness will be counted as an absence in situations where the student arrives too late to have meaningful participation in the class, lesson or activity.

Truancy-- A student is truant if the student is absent from school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the building principal or accumulates excessive unjustifiable absences, even with parental consent. Truancy is a type of unexcused absence.

Attendance Standards

The following absences will be excused. Documentation must be provided as indicated within five(5) days following the absence or the absence will become unexcused.

1. Illness or injury of the student, with written excuse from parent.

2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written excuse from parent.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written excuse from parent. The building principal may require a program or other evidence from services as well.
5. Religious observances, with written excuse from parent.
6. Other necessary appointments and activities that cannot be scheduled outside attendance hours, such as court appearances, with written excuse from parent and prior approval by the building Principal.
7. After 5 excused absences, additional documentation may be required.
8. Out-of-School suspension will count as an excused absence only for attendance purposes if the student makes up the work missed. There will be no credit given for the work. If the student fails to make up the work, it will be considered as an unexcused absence.

All other absences and any absence for which required documentation is not provided within five days of the absences are considered unexcused absences.

Consequences for Violations

Students will be expected to make up all assignments from missed classes regardless of whether an absence is excused or unexcused. Each teacher may set reasonable limits regarding the timeframe in which missed work may be completed. Attendance and participation are part of a successful learning experience, so students with more than nine (9) excused absences or any unexcused absences in any class in a semester will be issued an academic penalty in the form of grade reductions as follows:

Excused Absences	Grade Reduction	Unexcused Absences	Grade Reduction
10	2%	1	4%
11	4%	2	8%
12	8%	3	16%
13	16%	4	32%
14	32%	5 +	50%
15 +	50%		

This academic penalty represents the participation portion of the student=s grade and is intended as a deterrent to excessive absences. Academic consequences accumulate more quickly for unexcused absences, since they are completely avoidable. Penalties are cumulative so that a student with ten (10) excused absences and one (1) unexcused absence would be penalized six (6) percent. Unexcused absences will not count in the excused total, so a student with nine (9) excused absences and one (1) unexcused absence would only receive a four (4) percent penalty.

Any student may reduce accrued absences by attending make-up study or counseling sessions scheduled by the building principal during noninstructional times. The student must notify the

building principal that he or she wishes to make up attendance days, and the building principal will provide the student information on the next available session. Make-up sessions do not match the educational value of actual class attendance, so no student will be allowed to make up more than five (5) absences by attending make-up sessions.

The district will contact the Children's Division (CD) of the Department of Social Services or the local prosecutor in cases where the district has a reasonable suspicion that a student's lack of attendance constitutes educational neglect on the part of the parents or that parents are in violation of the compulsory attendance law. No such action will be taken unless other strategies and interventions have been implemented and proven ineffective.

Tardies: Arriving after the expected time class or school begins and being in your seat, as determined by the district. Tardy count applies on a per semester basis. Students who are excessively tardy will be considered truant and appropriate discipline will be applied.

CELL PHONE/ELECTRONIC DEVICES PROCEDURE

School safety and learning are concerns of everyone. The Gideon School district recognizes the need for parents to be able to communicate with their children in a timely manner, and developments in personal electronics and cell phone technology in recent years have resulted in enhanced learning and communication opportunities. However, the use of cell phones, pagers, digital cameras, MP3 players, iPods, personal laptops, tablet computers, and similar devices pose increasing risks of school disruptions, bullying, criminal activity and academic dishonesty. While we recognize the potential educational value of these devices, there is also concern over managing such devices and preventing inappropriate use of such devices. As a result, use of cell phones, pagers, digital cameras, MP3 players, iPods, personal laptops, tablet computers, and similar personal electronic devices will be restricted during the instructional day for all students in grades pre-K – 12, and the use of devices with photographic capability will be banned at all times in all restrooms, dressing rooms and locker rooms including extracurricular activities at home and away.

While the district does not recommend that such devices be brought to school or extracurricular activities, we realize these devices are a part of our culture and do have potential personal and instructional benefit. Therefore we have established a procedure of tolerance and trust that allows the possession and use of such devices within narrowly established guidelines. The district reserves the right to modify these guidelines at any time, should possession of such devices cause a disruption or result in discipline issues.

Board Policy JFG, **Interrogations, Interviews and Searches**, states that student property (i.e., cell phones, pagers, digital camera, MP3 players, iPods, personal laptops, tablet computers, and

similar personal electronic devices) may be searched based on reasonable suspicion of a violation of district rules, policy or law.

Students who bring cell phones, pagers, digital cameras, MP3 players, iPods, personal laptops, tablet computers, or similar personal electronic devices on campus do so with the understanding that should they violate any school rule, policy, procedure, or regulation that involves such device or the use of such device:

- they will be required to immediately turn the device over to any instructional staff member or administrator upon request.
- they will turn the device over in complete working order, with all storage media intact and accessible
- they will disable any locks or password protection
- the device will be searched for contraband or illegal content and if such is found additional disciplinary action may be taken beyond the action related to the original infraction, including turning the device over to law enforcement authorities

Failure to immediately comply with the above requirements will be considered insubordination and may result in immediate suspension and possible involvement of law enforcement officials. Abuse of any of the following outlined privileges may result in the implementation of more strict procedures including a total ban on the use of such devices.

Security of Electronic Devices

Security of all cell phones, pagers, digital cameras, MP3 players, iPods, personal laptops, tablet computers, or similar personal electronic devices is the sole responsibility of the student. Students who bring such devices on campus assume full risk for the device. Due to the school's recommendation that these items not be brought to school or extra-curricular activities, administrative or instructional staff time will not be used to retrieve, repair, or replace a lost, damaged, or stolen item. Gideon Public Schools shall not assume responsibility or liability for the theft, loss, or damage to a cellular phone or other personal electronic device, nor does it assume responsibility for the unauthorized use of any device.

High School (7-12)

For purposes of these regulations, the instructional day for students in grades 7 – 12 begins at 8:00 a.m. and ends with the end-of-day dismissal bell. While not recommended by the school, students in grades 7 – 12 may have these electronic devices in their possession (i.e., pocket, locker, purse, coat, back-pack, etc.) but the school assumes no liability for the security of such devices. Students are not allowed to display these devices on their belt, hanging on their pocket, or visible on any part of the student's body or clothing.

EXCEPTION: Students in grades 7-12 may use cell phones, pagers, digital cameras, MP3 players, iPods, personal laptops, tablet computers, or similar personal electronic devices during their lunch period in the cafeteria or on the sidewalk and paved area between the cafeteria and high school. Devices must be turned off immediately when the bell rings at the end of their lunch period. Students whose personal electronic device is still powered on after the bell rings

may be considered in violation of this regulation. In addition, when personal electronic devices support the educational goals of the class, teachers and authorized personnel have the right to allow specified electronic devices within the instructional setting. Such use must always be under the direction of AND with the specific permission of the teacher or other authorized school personnel. This exception applies only to the personal electronic device types necessary for the particular instructional activity and use is limited to activities directly related to the specific instructional setting. The personal electronic devices must be powered off immediately when instructed to do so by school personnel. Any “school day use” outside of this exception shall be considered a violation of the rule.

Use of Electronic Devices on Extracurricular Trips

Students in grades pre-K – 12 on extracurricular trips during the instructional day, outside the instructional day, or overnight trips may have cell phones, pagers, digital cameras, MP3 players, iPods, personal laptops, tablet computers, or similar personal electronic devices in their possession. These devices may be used during travel time, free time, or with the permission of the sponsor in charge. If at any time the use of such devices creates a disruption, teachers or other school personnel may require that they be turned off. Failure to comply with such directives will be considered a violation of this regulation.

Discipline for Unauthorized Use

First Offense:	Principal/Student conference, notification of parent, one (1) day of after school detention. Item may be searched for inappropriate or illegal content. Parents must pick up the item during the normal school day (8:00a.m.-3:10p.m.) Students may pick up the item after they have served their after school detention.
Second Offense:	Principal/Parent/Student conference, three (3) days of after-school detention <u>or</u> one (1) day of Saturday school. Item may be searched for inappropriate or illegal content. Parent must pick up the item during the normal school day (8:00a.m.-3:10p.m.) Students may pick up the item after they have served their detention or Saturday school.
Third Offense:	Three (3) day out-of-school suspension or 15 to 30 day alternative school. Item may be searched for inappropriate or illegal content. Item will be held for one (1) week and parent may pick the item up after the retention period.
Subsequent Offense:	3-10 days out-of-school suspension, 10-180 days placement at Alternative School, notification of juvenile officers or law enforcement officials, or expulsion. Item may be searched for inappropriate or illegal content. Item will be held for 9 weeks and parent may pick the item up after the retention period. Student is no longer allowed to possess personal electronic devices on any school property at any time or at any extracurricular activity that Gideon is involved in during the current or following semester.

No Use Areas

In order to help insure that inappropriate pictures are not taken by students, the use of any device with photographic capability is **banned at all times** from all restrooms, dressing rooms and

locker rooms. Violation of this regulation may result in the following:

1. Immediate confiscation of the device (cell phone, digital camera, or other photographic device).
2. 1-10 days out-of-school suspension or Alternative School placement.
3. Possible notification of juvenile officers or other law enforcement officials

Parents- please do not call or text message your student during the school day. Please call the elementary office at (573) 448-3447 or high school office at (573) 448-3471 with all messages or emergencies.

DRESS CODE POLICY

1. Students shall wear adequate modest clothing of such style and design as shall be consistent with community standards as determined by district administration.
2. All skirts and shorts must extend at least 1 inch past the student's extended fingertips. Any type of attire which attracts undue attention to the wearer and /or is cult or gang related is not acceptable
3. Any pants with holes above the knee will not be allowed. No skirts or shorts are allowed that have holes in them.
4. Bare midriff costumes, shirts, blouses, or tops with narrow straps, and see-through clothing are not appropriate wearing apparel for either boys or girls. All tops must be 3 fingers wide on the shoulder.
5. Students shall maintain clothing and person in a hygienic condition. (Hair and skin must be kept clean. Hair must be combed and well groomed.) No unnatural hair colors will be allowed (purple, orange, blue, green, etc.) Due to hygienic and safety concerns, students may not wear rings or studs in any body piercing other than the ears.
6. Students shall wear shoes for foot protection and hygienic reasons while on school grounds or aboard school transportation. Sandals are acceptable, house shoes are not.
7. Decoration, symbols, mottoes, or designs imprinted or attached to the body or clothing which are offensive to good taste or the maintenance of good decorum, shall not be worn to school or to school functions. (examples- drug or alcohol symbols, ethnic slurs, off color slogans or statements. **NO BIG JOHNSON, CO-ED NAKED, ETC. T-SHIRTS.**
8. No spandex biking shorts or see-through mesh shorts will be allowed.
9. Due to safety concerns, baggy clothing will not be allowed. **ABSOLUTELY NO SAGGING!**
10. Tank tops may only be worn over or under t-shirts.
11. Caps/hats/hoods worn in the building will be confiscated. Repeat offenders may have caps permanently confiscated. Caps will always be worn with the bill facing forward.
12. Any other attire or grooming that is perceived by the administration as being detrimental to the education process will not be allowed.

The Gideon School District dress code applies to all school sponsored activities and events.

PROM/HOMECOMING DRESS REQUIREMENTS

In the past there has been some confusion over proper attire for prom and homecoming. The following specific guidelines have been developed to help clarify expectations for these important events.

Guidelines under the dress code of the student handbook will be in effect for all school functions.

For Prom, all students are expected to wear formal dress attire.

Male Students

- Suits or tuxedos required
- No Jeans or Tennis Shoes

Female Students

- May wear formal dresses
- May wear formal pant suits
- No jeans or Tennis shoes
- No Dresses with the back out below the waist
- No slits in dresses unless the slit is below mid-thigh
- No two piece dresses with belly button showing
- No bikini tops with long skirts
- No cut outs below the waist
- No dresses or formal wear that have a plunging neckline and show cleavage
- No dresses or formal wear that utilize “see through” material to hide cleavage
- May wear spaghetti straps
- May wear strapless dresses as long as no cleavage is showing

For Homecoming, girls in the homecoming ceremony must follow the same general guidelines as outlined for prom in selecting dresses and formal wear.

Failure to comply with the dress code requirements will result in the student leaving the school grounds immediately and possibly further disciplinary action.

For all school functions, if your date attends another school, it is your responsibility to notify them of our dress code. If they do not comply, they will not be allowed to attend.

LOCKERS

Lockers are located throughout the academic building. Lockers are loaned to students by the

school and may be opened and inspected at any time, without prior knowledge or approval. Students are not to mark on the lockers in any manner. Removable tape may be used to tape items to the insides of the lockers only. No stickers are allowed. Any items displayed in the lockers must be in good taste as judged by the principal. The school is not responsible for any item disappearing from lockers; however, students desiring additional security are encouraged to bring locks from home. One key must remain in the high school office. If you have trouble with your locker, or questions regarding it, contact the office to request help.

BOOK BAGS

For safety reasons, all book bags must be small enough to fit into student lockers. Book bags may not be stored in the classrooms or hallways. Any administrator or teacher may inspect the contents of any book bag or purse at any time.

SODA MACHINES

Students will have access to soda machines located on campus. Machines are located in the gymnasium lobby, downstairs in the high school, in the cafeteria lobby, and outside the cafeteria building. You may use these machines **before school, at lunch, or after school**. New Federal Regulations may restrict access to soda machines or may require the removal of these machines or substitution of products other than sodas.

The following rules will be in effect for sodas:

1. No open containers from off campus are allowed on campus.
2. No sodas may be stored in lockers.
3. No sodas will be allowed upstairs.
4. No littering.

You may drink sodas during the lunch period. However, no ice or glasses may be used, and spills must be cleaned up.

Access to soda machines is a privilege, and this privilege may be taken away if it is abused.

SCHOOL DANCES

During the school year, certain classes or organizations may sponsor school dances. These dances should be planned and organized well in advance. Once the class or organization, along with sponsors, has approved a dance, it must be approved by the administration and placed on the school calendar to avoid conflict with other activities.

Students who have quit school during the year, or been suspended or expelled, will not be

allowed to attend school dances.

Please remember that the dress code for all school dances is the same as for a regular school day.

Students desiring to invite guests from somewhere other than Gideon High School must first register them in the office. A deadline for registering guests will be stated well in advance on the daily announcements. You are responsible for guests.

For all school functions, if your date attends another school, it is your responsibility to notify them of our dress code. If they do not comply, they will not be allowed to attend.

Students leaving any dance or such activity, without first checking with the principal, will not be allowed to re-enter.

CARE AND USE OF BUILDING AND CAMPUS

Gideon High School is your school. Be proud of it, and respect the privilege of its availability. Help keep the facilities clean, free of paper and writing on desks, walls, etc.

Students who intentionally destroy, damage, or deface school property will pay the cost of replacement or necessary repairs and will also face appropriate disciplinary action.

ANNOUNCEMENTS AND USE OF BULLETIN BOARDS

Announcements will be issued daily from the principal's office. Each teacher will receive a copy of the announcements, and they will be read aloud during first morning classes. In addition, the announcements will be posted daily across the hall from the principal's office. All pertinent information to be on the announcement page must be submitted, in writing, to the high school secretary by 8:30 a.m.

Bulletin boards are located throughout the various buildings. The principal must approve any material or information placed on these bulletin boards.

GIDEON NO. 37 SCHOOL DISTRICT INTERNET USAGE AGREEMENT

Access to network resources and the Internet is an unparalleled opportunity to interact with the world at large. This opportunity brings with it a number of responsibilities. In order to use the Internet services available through the Gideon School District network individuals must agree to abide by the following regulations.

Student, employee, and guest use of district network resources, including use of the Internet, is considered to indicate acknowledgement of this district Network User Agreement.

The use of any Gideon School District network is a privilege that may be revoked by the administrators of the network at any time for abusive or inappropriate conduct.

Unacceptable uses of the network and Internet include, but are not limited to:

- Violating the privacy of others by intentionally copying or modifying files, passwords, or data that belong to someone else.
- Bypassing measures designed to restrict minors' access to harmful materials.
- Accessing, acquiring, storing, or displaying inappropriate or offensive materials.
- Tampering with or vandalizing computer hardware or software.
- Advertising for profit, engaging in a business-related activity, or promoting a political campaign.
- Using district resources to harass or demean another individual through written, visual, or auditory means or by sending persistent unwanted email or using foul or offensive language.
- Accessing, viewing or disseminating information using school or district resources, including e-mail or Internet access, that constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin); presents a clear and present likelihood that, because of their content or their manner of distribution, they will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; or will cause the commission of unlawful acts or the violation of lawful school regulations is prohibited.
- Accessing information without authorization, giving out passwords, causing a system to malfunction, mass consumption of system resources, or violating copyright protection.
- Failure to abide by existing Federal and State Laws in force regarding electronic communication and electronic networks.

- Attempting to infiltrate another computer or computing system or otherwise performing any unlawful activity utilizing the network. This includes any form of hacking or the introduction of viruses into any computer system.
- Accessing, viewing or disseminating information using district resources, including e-mail or Internet access, that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, pervasively indecent or vulgar, or advertising any product or service not permitted to minors.
- Any unauthorized, deliberate or negligent action that damages or disrupts technology, alters its normal performance or causes it to malfunction is prohibited, regardless of the location or the duration of the disruption.
- Violating the online safety issues listed below.

Online Safety Issues:

- Student users are prohibited from sharing personal information about themselves or others over the Internet, unless authorized by the district. Never give out personal information (address, phone or social security number) about yourself or anyone else.
- Never send pictures that are personally identifiable over the Internet.
- Never agree to a personal encounter or meeting with someone you met online without parental approval
- If you accidentally access a web page that makes you feel uncomfortable or if you receive a message or email that you feel is inappropriate or makes you feel uncomfortable, report it immediately to your instructor or other school official.

Electronic Mail:

- A user is responsible for all e-mail originating from the user's ID or password.
- Email accounts are to be used only by the registered user.
- Users are not to interfere with the network traffic by sending broadcast or chain letters to lists or individuals. Users are not to send or forward any form of spam e-mail.
- Forgery or attempted forgery of e-mail messages is illegal and is prohibited.
- Unauthorized attempts to read, delete, copy or modify e-mail of other users are prohibited.
- Users are prohibited from sending unsolicited electronic mail to more than ten addresses per message, per day, unless the communication is a necessary, employment-related function or an authorized publication.
- All users must adhere to the same standards for communicating online that are expected in the classroom and that are consistent with district policies, regulations and procedures.
- Electronic mail is not guaranteed to be private. The district reserves the right to inspect any and all electronic mail messages composed, received, or passing through our network. Messages dealing with inappropriate or illegal activities will be reported to appropriate authorities.

General Issues:

- 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. .
- E-mail, chat rooms, messenger services, and other forms of direct electronic communications must be used responsibly. Generally, access to these services will be limited or restricted during regular school hours. Student use of chat rooms and/or messenger services is not allowed during the regular school day unless utilized as part of a class project under the direction of a teacher. Employee or guest use of chat rooms and/or messenger services may not interfere with network operation or the employees' job performance.
- The use of streaming audio or video shall be limited to appropriate educational use.
- The use of any "high bandwidth" application or function shall be limited to appropriate educational use during regular school hours and may be restricted at other hours if it interferes with the necessary business functioning of the network.
- All users will adhere to the limitations of the district's technology licenses. Copying for home use is prohibited unless permitted by the district's license, and approved by the district.
- Unauthorized disclosure, use, and dissemination of personal information regarding minors is prohibited.

By using the Gideon School District network system you are agreeing to abide by the "Gideon School District Network User Agreement". The district reserves the right to add to or modify this agreement at any time. Should you violate any portion of this agreement, all network and Internet privileges may be revoked. In addition inappropriate or illegal use of network facilities may result in civil or criminal lawsuits. Parents and/or guardians may be held accountable for inappropriate use by their child.

Parents who do not wish their child to have non-curricular related access to the Internet must provide signed and dated written notification of their desire to the appropriate building level principal. Once received, the district will provide a "best effort" to prevent non-curricular related access for the named child.

Publication of this notice in student and employee handbooks and on the district web site shall constitute notification of these regulations. This usage agreement shall be bound by board policy EHB-R-L which shall take precedence over any rules and regulations stated in this agreement.
(Revised 12/11/2008)

DETENTION

Gideon High School will have after school detention. After school detention will be held on Tuesdays and Thursdays after school from 3:15 p.m. to 5:15 p.m. After school detention will be used for excess tardiness and for other disciplinary action at the discretion of the principal.

You will be notified by the principal when an eighth hour is assigned. Upon notification, you will attend eighth hour the next time it is scheduled. Failure to do so may result in further disciplinary action.

It is your responsibility to make arrangements for transportation home.

Gideon High School will also have lunch detention. You will lose all electronic device privileges and other student privileges and must sit at a specified table and eat lunch.

ALTERNATE EDUCATION CLASSROOM (AEC)

The building principal will assign AEC.

First and Second Offense:	AEC
Third, Fourth, and Fifth Offense:	AEC and After School Detention or Saturday School
Subsequent Offense:	AEC and Multiple Saturday Schools, Alternative School,
Out-of-School Suspension	

Class or make-up assignments completed in AEC must be acceptable to the classroom teacher for that student. If not acceptable, they will be sent back to the AEC teacher for additional time.

Rules and Regulations

1. Report to AEC room before 8:10.
2. The student must empty all of his clothes pockets, including his coat pockets, into a basket. The AEC instructor will lock the items up until the end of school. The student will be permitted to collect the items each day at 3:10. Purses and other bags must also be given to the AEC instructor to lock up during the school day.
3. All materials from locker must be brought to room. Students will not be permitted to go to lockers during the school day only before or after.
4. All assignments must be done neatly, correctly, and completely. If requirements are not met, the student will stay an additional day or days until work is completed.
5. A student loses ALL privileges while in AEC. This includes all extra-curricular activities of the school such as athletic events, dances, band activities, clubs, etc. (a student may practice but not compete in competition.)
6. Students will not leave their seats unless given permission by the teacher. No talking allowed at any time unless directed by the supervising teacher.
7. Student will go to restroom and get a drink at the time designated by the teacher. (Before

school, 10:30, lunch, 2:30 and after school.)

8. Students will eat lunch with the teacher at a time when no other students are eating. Absolutely no talking during lunch.
9. Students will work diligently and conscientiously during the entire day.
10. There will be NO sleeping.
11. Students absent from school will make up time upon return.
12. There is NO tolerance for misconduct in ACE. (Misbehavior, refusal to work, sleeping, etc.) Students who fail to follow the rules of ISS will be assessed additional days or out – of – school suspension. If behavior results in out of school suspension, the student must complete the ISS assignment upon return to school.
13. Too many AEC assignments may lead to out of school suspension.
14. The AEC supervisor may recommend to the principal an extension of time for misbehavior.

The following are areas that might result in a student being assigned to AEC.

1. truancy
2. disrespect or insubordination
3. failure to do work in class
4. Failure to comply with reasonable request from staff member.
5. Disturbing or disrupting classroom
6. Inappropriate language
7. Excessive tardiness
8. Missed detentions
9. Failure to complete discipline assignments.
10. Failure to follow school rules

REGULATIONS OF STUDENT DRIVERS

1. Each student must have a valid operator's license.
2. Each student must provide valid proof of insurance.
- 3. Each student must obtain a parking permit and display it in the driver's side back glass in order to park in the school parking lots. Failure to obtain and display a parking permit will result in a \$5.00 fine for the first offense, a \$10.00 fine for the second offense, and loss of driving privileges for the third offense. Any student making false copies of parking permits or displaying a permit not registered to themselves will be fined \$50.00 and have parking privileges suspended. The high school office will have temporary parking permits available for use on a one time basis when you are driving an automobile other than your registered automobile.**
- 4. Students must fill out a random drug-testing consent form and have it signed by the parents in order to receive parking privileges. A student who refuses to consent to a**

random drug test will lose all driving privileges for the remainder of his enrollment at Gideon schools. Students wishing to obtain a parking permit shall be required to return the signed drug testing consent form to the high school office within five calendar days. Students who do not return the signed consent form shall not be allowed to obtain a parking permit.

5. The speed limit on school property will be 15 miles per hour.
6. Cars will remain parked and *locked* during the school day. Students may not sit in cars before school or during noon hour.
7. Drivers of automobiles will yield the walks and right of way to pedestrians at all times.
8. Students riding to school on the bus will refrain from going home in automobiles without written notes granting permission to do so.
9. Students may park their cars on the west side of the buildings. Students should park first by the new gym and then on the back side of the teacher's parking lot if the gym lot is full. Parking must be on the pavement, not the grass or in no parking areas.
10. Students who drive cars to school must show evidence that the vehicles are properly insured for personal and property damage liability.
11. Students who drive cars to school are responsible for the care of their cars. The school is not responsible for any damage to vehicles while parked at school.
12. Because of small children walking to and from school, students should refrain from "cruising" around school.
13. Violation of any of these rules may result in loss of driving privileges, either temporarily or permanently, depending upon the severity of the violation.
14. Vehicles are to be parked upon arrival at school and shall not be entered or moved until buses have loaded and departed after school is dismissed.
15. Students shall not ride in, or have riders in, the back of a truck.
16. Students who drive or ride to school shall be at school no later than 8:05 a.m. If student drivers are late to school three times, driving privileges will be lost for two weeks. Continual tardiness will result in removal of driving privileges for the remainder of the semester.
17. Tardiness involving misuse of driving privileges will result in temporary or permanent loss of privileges.

18. Students receiving tickets while driving to or from school will lose driving privileges for a minimum of one month.

19. Cars parked on the school parking lot may be searched by school officials or drug dogs at any time and without notice.

STUDENT INSURANCE

Accidental insurance information will be provided to all students, if it is available to the school. Since it is very low in cost and offers broad coverage, you are encouraged to take out the insurance

Students participating in sports activities will be required to carry some type of hospitalization insurance. This insurance does not have to be school insurance, however students must provide proof of this insurance prior to participating in sports. Students may desire to use the MC+ insurance available through the state.

PERFECT ATTENDANCE CERTIFICATE

Any student who is neither absent nor tardy for the school year will be considered to have achieved perfect attendance and will receive a Perfect Attendance certificate.

SCHOOL BUS RULES AND REGULATIONS

1. The school bus driver is in full charge of the bus and students. The driver is responsible for the safety and conduct of the children while on the bus and shall report to the principal any act that would endanger the safety and welfare of students.
2. The principal is responsible for student conduct, supervision of loading and unloading, and maintaining communication with the Director of Transportation concerning these activities.
3. Students shall not stand in the road while waiting for the bus.
4. Students shall be at the bus stop on time; the bus cannot wait.
5. Students must ride the bus to which they are assigned. Students must get approval from the principal to change buses.
6. Student misconduct in the following areas is expressly prohibited and shall be subject to disciplinary action.
 - a) Fighting or scuffling
 - b) Loud talking or profanity
 - c) Throwing objects, rubbish, or trash on the floor
 - d) Marking on or defacing the bus
 - e) Remarketing to people on the road or street

- f) Failing to follow the bus driver's instructions
 - g) Trying to engage the bus driver in conversation
 - h) Being out of seat while bus is in motion
 - i) Smoking or tobacco use
 - j) Sticking head or arms outside of windows
 - k) Refusing to share seat with other students
 - l) Bringing animals
 - m) Bringing firearms, explosives, or other dangerous objects
 - n) Any other dangerous or distracting action which would endanger the safety and welfare or infringe upon the rights of others.
7. Damage to the bus must be reported and guilty students will pay for the damage.
 8. The driver on the route may remove students if conduct is extreme enough to endanger others on the bus.
 9. A student who must get off or on at a place other than the regular stop, must bring a note from his/her parent to the principal's office, and receive a bus pass.
 10. Drivers, students, or parents should report any complaints involving transportation to the principal.
 11. Bus drivers will complete bus discipline forms on students who do not comply with the rules. Penalties will be assessed as follows:
 - 1st offense: Letter sent home and a meeting with the principal. Disciplinary action may be taken.
 - 2nd offense: Letter sent home and a three-day suspension from the bus.
 - 3rd offense: Letter sent home, meeting between parents and principal. Permanent removal from the bus may also occur.

CONDUCT AT EXTRACURRICULAR ACTIVITIES

Gideon High School will, at times, engage in activities outside the normal school day, such as ball games, parades, etc.

During these activities, it is important to remember that students are representing their community, school, family, and self. Anything a student does reflects upon many, thus, proper conduct is important.

Suspension from extracurricular activities may result if students persistently misbehave.

TRANSFER

Any student who intends to transfer from Gideon High School should inform the principal's office and, if possible, give the address of the new school.

Transfer procedures are as follows:

1. Inform the principal's office
2. Obtain a clearance sheet from the office to be filled out by designated people.
3. Check in all books and materials that belong to the school. This will be indicated on the form. Pay all money due the school.
4. Return clearance sheet to the office.
5. Transcripts will not be sent to other schools until all obligations are cleared. Students who do not check out are still liable for all debts.

LUNCH

Students are not allowed to leave campus for lunch. Senior high lunch will be from 11:00 a.m.-11:22 a.m. daily. Junior high lunch will be from 11:56 a.m.-12:20 p.m. daily.

Students who bring their lunches must eat either in the cafeteria or on the south or east sections of the high school campus. No food or drinks will be allowed in the main building or in the cafeteria building, except in the cafeteria. Lunch bought in the cafeteria must remain in the cafeteria. Students will not be allowed in the parking lot or in their cars during lunch.

Children are expected to pay in advance by the day or by the week. Payments are collected and recorded by the first hour teacher. Please make checks payable to Gideon Schools. PLEASE do not get behind on meals.

HIGH SCHOOL STUDENTS IN THE ELEMETNARY BUILDING

Because of changes in our student population and redistribution of resources, we are seeing more situations where high school students are in the elementary building. ALL teachers need to work to enforce the expectations of these students as we share resources. Following is a list of some of the basic expectations that apply to high school students when they are in the elementary building:

- High School Students should access the building by using the sidewalk between the cafeteria and the elementary building. (Students going to the nurse or cadet teachers may need to use the main entrance).
- High School Students should enter the building using the east set of doors.
- High School Students are not to use the restrooms in the elementary building.

- High School Students are to go directly to the classroom where they are assigned. They are not to linger in the halls.
- High School Students are expected to be quiet in the halls.
- High School Students are to be respectful of all teachers and accept instructions from elementary teachers as required.

STUDENT DISCIPLINE POLICY (Revised January 15, 2009)

STUDENT DISCIPLINE

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; Therefore, the district can discipline a student for any action that is disruptive to the school environment, whether it occurs on or off school property. However, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on school property, including playgrounds, parking lots and school transportation, or at a school activity, whether on or off school property.

Reporting to Law Enforcement

It is the policy of the Gideon 37 School District to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

Participation in Activities

Students who are suspended or expelled for any reason are prohibited from attending or taking part in any district-sponsored activity, regardless of location, or any activity that occurs on district property. Students who violate this provision will be required to leave the activity and may face further discipline, including an additional period of suspension or expulsion.

Prohibition against Being on or near School Property during Suspension

All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the superintendent or designee.

Any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any public school in the district unless one (1) of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian or custodian.
2. The student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian. The designation must be made in advance and in writing to the principal of the school that suspended the student.
3. The student is in an alternative school that is located within 1,000 feet of a public school in the district.
4. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

If a student violates this prohibition he or she may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension," listed below.

Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

Corporal punishment, eighth hours, Saturday School, Alternative Education Classroom Placement, Alternative School Placement, lunch detention, or other forms of detention may also be substituted for in-school -suspension or out-of-school suspension at the discretion of the principal and/or superintendent and as allowed by statute.

Lunch detention may be substituted for loss of privilege, after-school detention, principal/student conference, or other detention as deemed appropriate by building or district administrators.

Academic Dishonesty – Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

First Offense:	No credit for the work, grade reduction, or replacement assignment.
Subsequent Offense:	No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

Arson – Starting or attempting to start a fire, or causing or attempting to cause an explosion.

First Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

Assault

1. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense:	Expulsion.
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Automobile/Vehicle Misuse – Uncourteous or unsafe driving on or around school property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on school property.

First Offense:	Suspension or revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

Bullying (see Board policy JFCF) – Repeated and systematic intimidation, harassment and attacks on a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion, theft, damaging property, and exclusion from a peer group.

First Offense:	Detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Bus or Transportation Misconduct (see Board policy JFCC) – Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty – Any act of lying, whether verbal or written, including forgery.

First Offense:	Nullification of forged document. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
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Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
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Disobey Rules Governing Night Activities, Field Trips, After School Activities, ETC.

First Offense:	detention, in-school suspension, 1-10 days out-of-school suspension. Suspension from all activities.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, suspension from all activities.

Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Dress Code Violations. Any violation to the dress code located on page 32.

First Offense:	In-school detention, after school detention, 1-10 days out of school detention.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Drugs/Alcohol (see Board policies JFCH and JHCD)

1. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

2. Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First offense	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

3. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Extortion- Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Failure to Meet Conditions of Suspension – Coming within 1,000 feet of any public school in the district while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity defined by district policy as a serious violation of the district's discipline policy. See the section of this regulation titled, "Prohibition against Being on or near School Property during Suspension."

In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's discipline policy.

First	Verbal warning, detention, in-school suspension, 1-180
Subsequent Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

False Alarms (see also "Threats or Verbal Assault") – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of school property.

First Offense:	Restitution. Principal/student conference, in-school suspension, 1-180 days out of school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Failure to do assigned class work or bring books and/supplies to class.

First Offense:	Principal/Student conference, after school detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	After school detention, in-school suspension.

Gambling – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

First Offense:	Principal/Student conference, loss of privileges, detention, or in-school suspension.
Subsequent Offense:	Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Hazing (see Board policy JFCF) – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing may occur even when all students involved are willing participants.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Incendiary Devices – Possessing, displaying or using matches, lighters or other devices used to start fires unless required as part of an educational exercise and supervised by district staff.

First Offense:	Confiscation. Warning, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Public Display of Affection – Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Sexual Activity – Acts of sex or simulated acts of sex including, but not limited to, intercourse or oral or manual stimulation.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Sexual Harassment (see Board policy AC)

1. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

- Unwelcome physical contact based on gender or of a sexual nature. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Sexually Explicit, Vulgar or Violent Material – Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Confiscation. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Technology Misconduct (see Board policies EHB and KKB and procedure EHB-AP)

- Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.

First Offense:	Restitution. Principal/Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other electronic communication devices during the regular school day, including instructional class time, class change time, breakfast or lunch.

First Offense:	Confiscation, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

3. Violation other than those listed in (1), (2) or of Board policy EHB and procedure EHB-AP.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

4. Use of audio or visual recording equipment in violation of Board policy KKB.

First Offense:	Confiscation. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Principal/student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Theft – Theft, attempted theft or knowing possession of stolen property.

First Offense:	Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

Threats or Verbal Assault – Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Tobacco

1. Possession of any tobacco products on school grounds, school transportation or at any school activity.

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation of tobacco product. Detention, in-school suspension, or 1-10 days out-of-school suspension.

2. Use of any tobacco products on school grounds, school transportation or at any school activity.

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.
Subsequent Offense:	Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension.

Truancy (see Board policy JED and procedures JED-AP1 and JED-AP2) – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

First Offense:	Principal/Student conference, detention, or 1-3 days in-school suspension.
Subsequent	Detention or 3-10 days in-school suspension.

Tardiness to Class – Arriving after the expected time class or school begins, as determined by the district. Tardy

count is applied on a per semester basis. Students who are excessively tardy will be considered truant and appropriate discipline will be applied.

First and Second Offense:	Lunch Detention
Third Offense:	Lunch detention and after school detention
Fourth and Subsequent Offense:	Lunch detention, after school detention, Saturday School, Alternative Education Classroom, or combination thereof.

Unauthorized Entry – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Vandalism (see Board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff or students.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Weapons (see Board policy JFCJ)

1. Possession or use of any weapon as defined in Board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
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Subsequent Offense:	1-180 days out-of-school suspension or expulsion.
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2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).

First Offense:	One (1) calendar year suspension or expulsion, unless modified by the Board upon
Subsequent Offense:	Expulsion.

STUDENT HAZING

Student hazing is expressly prohibited by Board of Education policy. For purposes of this policy, hazing is defined as willful conduct directed at another student, whether occurring on or off school property, for purposes of initiation or admission to any school related activity or athletic team. Conduct prohibited by this policy includes but is not limited to exposure or contact of genitals, buttocks, or breasts (female students), directly or indirectly through contact with undergarments, threats of physical harm, infliction of physical or mental harm or humiliation.

Students found to have violated this policy will be subject to suspension/expulsion from school and school and suspension and exclusion from activities/athletic participation depending on the severity of the misconduct.

Non-students who participate or enable the hazing of students may be excluded from attendance at school activities and school athletic events. District employees, including sponsors and coaches who have knowledge of student hazing but fail to take corrective action will be subject to discipline up to and including termination.

SMOKING AND TOBACCO USE

In compliance with Missouri State Statutes, no person shall smoke or otherwise use tobacco or tobacco products in any indoor area of a student occupant facility of the Gideon No. 37 School District. Smoking or tobacco use in school buildings under the jurisdiction of the Board of Education of the School District of Gideon shall be prohibited. No smoking or tobacco use shall be allowed in offices, classrooms, auditoriums, student cafeterias, corridors, gymnasiums, teacher’s lounges, lavatories, libraries, or any other building or room where students assemble. Furthermore, no smoking or tobacco use shall be allowed on busses used to transport students to or from school or to transport students to or from any school activity.

Students are not permitted to smoke or otherwise use tobacco on school property, on school buses, or at any school sponsored event.

Furthermore, school employees are not permitted to smoke or otherwise use tobacco when in the presence of students at any school sponsored activity or event.

The Board of Education of the School District of Gideon believes that it is the right of the nonsmoker to breathe clean air. The Board of Education also believes that tobacco smoke in a school building denies students access to

clean air, introduces a substantial health hazard to those students, and interferes with learning.

DRUG AND ALCOHOL POLICY

In accordance with the philosophy of education of the Gideon Public Schools, the curriculum rationale governing the teachings of the district, and the Drug-Free Public Law #101-226, the Gideon Schools will make every attempt to maintain a drug-free environment for its students and staff.

As stated in the district's philosophy, the goal of this district is to produce graduates who will become productive members of society. It is the school's responsibility to provide an environment whereby students will be aware that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. Students will be informed of the legal, social and health consequences of alcohol and other drug use. In order to accomplish this drug messages are incorporated throughout the curricular areas to ensure that students receive factual, scientific information regarding drugs and alcohol. In addition, many other materials are incorporated into the curriculum as well as resistance techniques in order to teach students methods to handle peer pressure to use any kind of drug. Each employee of this district is responsible for giving a no-use message through word and deed. Reminders are posted in all classrooms regarding the districts —~~N~~ Use Message”.

In accordance with the Policies of the Board of Education of the Gideon School District #37, the following actions will be taken for the use, possession of, or distribution of illegal drugs or alcohol during school, on school premises, or at any school activity.

1. **Students** will be suspended from school for a period of ten school days and will be reported to the proper legal authorities for the first offense. (More than ten days may be imposed by the Superintendent when necessary as allowed by board policy JG-R).
2. **Parents** of a student who has been suspended will be required to visit the principal's office prior to the student's reentry to school.
3. A student who is guilty of a second offense of possession of illegal drugs or alcohol will be expelled for one semester and reported to the proper legal authorities. During the expulsion period, the student must complete an appropriate rehabilitation program recommended by the law enforcement agency. (More days suspension/expulsion may be imposed as noted in policy JG-R)
4. **The standards of conduct and consequential disciplinary sanctions is Mandatory with no exceptions.**

In accordance with Public Law 101-226, students will be notified each year regarding the standards and sanctions which will be upheld through the Drug-Free Public Law .

All students will be aware that all standards are mandatory without exception. A biennial review by the district each year will ensure that the disciplinary sanctions are consistently enforced.

Possession of drug paraphernalia is strictly forbidden during school or at any school function. Drug paraphernalia will be confiscated and turned over to the proper law enforcement officials.

GUN-FREE POLICY

In accordance with the philosophy of education of the Gideon Public School, and the Gun-Free Schools Act (GFSA) section of Public Law 103-382, the Gideon No. 37 School District will make every attempt to maintain a gun-free environment for its students and staff.

It is the school's responsibility to provide an environment whereby students will be aware that the illegal possession of guns on the school premises or within 1000 feet of school premises is illegal and will not be tolerated.

In accordance with the Policies of the Board of Education of the of Gideon No. 37 School District, the following action will be taken for the illegal possession of guns on school premises or within 1000 feet of school premises:

1. Students will be automatically expelled from school for a period of not less than one calendar year and will be referred to the proper criminal justice authorities.
2. Students have a right to appeal this decision to the Board of Education.
2. Parents of a student who has been expelled will be required to visit the principal's office before the student's reentry to school.
4. The Superintendent of Schools has the authority to modify this expulsion requirement on a case-by-case basis to comply with the discipline of students with disabilities in accordance with the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
5. Employees who have illegal possession of guns on the school premises or within 1000 feet of school premises will be suspended from work and will be reported to proper criminal justice authorities.

Students and employees will be notified each year regarding the standards and sanctions that will be upheld through the Gun-Free Policy.

All students and employees will be aware that all standards are mandatory without exception.

An annual review by the district will ensure that the disciplinary sanctions are consistently enforced.

SUSPENSION AND EXPULSION

Summary Suspension

1. The principal of the school may use summary suspension as a disciplinary procedure whenever it is felt that the conduct of the student is a clear violation of conduct standards or the student's continued attendance in regular classes presents a present danger either of physical harm to the student or others, or of substantial and material disruption of the educational process.

Suspension can only occur after:

- A. The student has been given oral or written notice of the charges against him or her.
- B. The student has been given an opportunity to present his or her version of the incident.
- C. The student who has denied the charges has been given an oral or written explanation of the facts forming the basis of the charges.

Any suspension by the principal shall be reported immediately to the superintendent, who may revoke the suspension at any time.

2. A reasonable effort shall be made to immediately advise the student's parents of the suspension by telephone or in person, and the specific actions for which summary suspension was ordered. The parents shall also be informed by hand-delivered letter or certified mail that, if possible, will be posted within twenty-four hours of the day of suspension, containing the same information.
3. The student shall be removed from class and a reasonable effort will be made to keep the student under supervision until the student can be released to a parent or guardian or accompanied home.
4. The principal shall make every reasonable effort to hold a conference with parents before the student returns to school.

During suspension or expulsion, a student will not be allowed to visit the school or participate in any school or extracurricular activities. Students will be expected to make up work during the suspension but no credit will be given. Upon re-entering, the student must be accompanied by at least one parent or guardian.

Long-Term Suspension

If the principal recommends a long-term suspension, he or she shall refer the problem to the superintendent who shall follow the same procedures set forth for summary suspension. If a long-term suspension is made, the superintendent shall also provide the student and his/her parents with a hand-delivered notice or notice by certified mail, which if possible, will be posted within twenty-four hours of the day of the long-term suspension.

Such notice shall contain the following:

1. A statement informing the parties concerned they have the right to appeal the long-term suspension to the Board of Education and that if any appeal is made, the suspension will be stayed until the Board of Education meets and reviews the suspension, unless, in the judgment of the Superintendent of Schools, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.
2. A statement that they have the right to have a lawyer present for the appeal.
3. A statement that if an appeal is made, they will be given further information immediately concerning the time and place and procedure to be followed (the letter and the procedures will be the same as followed in expulsion hearings).
4. A statement that the student or his or her parent has the right, if they so request, to obtain a full educational evaluation before the hearings.

Expulsion

Only the Board of Education may expel a student from school, and it may do so only after a hearing on charges against the student. The superintendent shall notify the parents or legal guardians in writing of the day, time, and

place of the hearing and of the charges against the student. The parents or legal guardians and the student will be given their full due process rights. The Board of Education shall carefully consider the evidence and statements presented by all parties and shall take whatever action it believes to be in the best interests of the school and the student.

General Procedures to be followed in relation to Long-Term Suspension or Expulsion:

1. The student's right to a hearing in the event of an appeal or a long-term suspension or hearing on an expulsion may not be waived.
2. The hearing shall be at the office of the Board of Education at a time set by the Board of Education.
3. No hearing on either a long-term suspension or expulsion will be held less than eight calendar days of the date of mailing or hand-delivered notification.
4. A hearing may be rescheduled at the request of the student or parent when either is unable to attend at the time stated in the original notice. However, the student would remain on suspension unless the suspension has been stayed.
5. The scope of the hearing shall be confined to the charges contained in the notice required by due process.
6. The Board of Education shall decide on all matters of fact, on the ultimate question of whether or not the student has engaged in prohibited activity, and on the sanction to be imposed by majority vote. Only members of the Board of Education shall be present during deliberations.
7. Results shall be hand-delivered or mailed by certified mail that, if possible, will be posted within twenty-four hours of the hearing, to the student, student's parents or representative.
8. The student and parent have the right to appeal the Board of Education decision to the Circuit Court.

INTERROGATIONS, INTERVIEWS AND SEARCHES

Searches By School Personnel

School lockers, desks and other district property are provided for the convenience of students and, as such, are subject to periodic inspection without notice.

Student property may be searched based on reasonable suspicion of a violation of district rules, policy or law. Reasonable suspicion must be based on facts known to the administration, credible information or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses and not in front of other students, unless exigent circumstances exist.

It is a privilege, not a right, to park on school grounds. The school retains the authority to conduct routine patrols of any vehicle parked on school grounds. The interior of a student's automobile on school premises may be searched if the school authority has reasonable suspicion to believe that such a search will produce evidence that the student has violated or is violating either the law or district policy.

The administration will contact law enforcement officials to perform a search if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. Law enforcement officials

may be contacted for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot safely be conducted.

School employees and volunteers, other than commissioned law enforcement officers, shall not strip search students, as defined in state law, except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available. If a student is strip searched, as defined in state law, by a school employee or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible.

During an examination, and if reasonable under the circumstances, school employees may require students to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose underwear. Employees may also remove student clothing to investigate the potential abuse or neglect of a student, give medical attention to a student, provide health services to a student or screen a student for medical conditions.

Interview With Police or Juvenile Officers/Other Law Enforcement Officials

The School District of Gideon #37 has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The school administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private.

The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians. If the interviewer raises a valid objection to the notification, parents will not be notified.

Students will be afforded the same rights in dealing with law enforcement officials that exist outside the school. However, within the framework of legal rights, students have the responsibility to cooperate with law enforcement officials.

Removal of Students From School By Law Enforcement Officials

Before a student at school is arrested or taken into custody by a law-enforcement or other legally authorized person, the principal will verify the official's identity. To the best of his or her ability, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parent/guardian that the student is being removed from school.

Interview With Division of Family Services Personnel

Representatives of the Children's Division (CD) of the Department of Social Services may meet with students on campus. The district liaison will work with CD to arrange such meetings so they are minimally disruptive to the student's schedule. If the student is an alleged victim of abuse or neglect, CD may not meet with the student in any school building or child care facility where the abuse of the student allegedly occurred. The principal will verify and record the identity of any CD representatives who request to meet with or take custody of a student.

The following points should be worked out prior to the interview:

- Who will conduct the interview. This will generally be the DFS worker or law enforcement officer, although the child's relationship with school personnel may be taken into consideration.
- Who will participate in the interview. This may include the school principal or designee or a teacher, counselor or nurse who has a relationship with the child. This number should be kept to the absolute minimum.
- Where and when the interview will be conducted. It must be in a private setting and with the least disruption to the child's schedule as possible.
- Confidentiality mandates should be discussed.
- Whether parents will initially be notified by school personnel or DFS that an interview occurred at the school and the timing of that contact. If the DFS worker has not talked with the parents, he or she should assume the responsibility for notifying the parents that the child has been interviewed. If DFS makes the first contact with the parents regarding the school interview, DFS will contact the school to inform them of the outcome and the parents' response.

Part III: EXTRACURRICULAR ACTIVITIES

EXTRACURRICULAR ACTIVITIES

Students are expected to provide their own transportation to and from the school grounds for extracurricular activities such as ballgames, performances, club meetings, etc. This requirement also applies to practice or work sessions.

If an activity is scheduled at a location other than the Gideon School District Campus, all students who participate in the activity must take transportation provided by the school, both to and from the activity. Participating students are not allowed to drive their own vehicles or to ride in other vehicles. The consequence for not following these regulations shall include sitting out half of the normal game or 1 set (or equivalent, depending on the extracurricular activity) the first time the regulation is violated and sitting out the entire time for subsequent violations in a particular extracurricular season.

Students are allowed to ride from an activity with their parents. Parents must first sign a check-out list provided by the coach or sponsors of the activity. Also, if you would like to have the option of having a close family member pick up your child from extracurricular activities, you must complete a student release form, listing the names of the specific family members/close relatives that are allowed to pick up your child, and return the signed form to the high school office. We will only release students to someone other than the parent or legal guardian if this form is on file. The family members or close relatives listed must be over the age of 18 and must be a member of the immediate family, a grand parent, or an aunt or uncle.

ATHLETICS

All students of Gideon High School are eligible to participate in inter-scholastic sports activities if they meet the minimum standards set forth by the Missouri State High School Activities Association (MSHSAA).

These standards are posted outside the principal's office, printed annually by (MSHSAA).

1. Citizenship-You must be a creditable school citizen. Creditable school citizens are those students whose conduct, both in and out of school, will not reflect discredit upon themselves or their school.
2. Academics
 - A. Grades 9-12:
 1. You must be enrolled in courses offering 3 units(usually six courses) of credit.
 2. You must have earned 3 units of credit the preceding semester.
 - B. Grades 7-8:
 1. You must be enrolled in normal course load for your grade.

2. You must have been promoted to a higher grade at the end of the previous year; however, even though you may have been promoted, you will be ineligible if you failed more than two courses the previous semester. (This also applies to beginning 9th grade students).
3. Transferring Schools-If you transfer schools and your parents do not move to your new school district, you will be ineligible for 365 days, unless you meet one of the exceptions to the transfer or promotion rules: you must meet with your principal before you transfer to determine whether it will affect your eligibility.
4. Sportsmanship-If you should commit an unsportsmanlike act while participating in a high school event, you could become ineligible.

If your conduct as a spectator is found to be unsportsmanlike, you could be barred from attending any high school athletic contests.

The unsportsmanlike conduct of any spectator, regardless of age, could cause that spectator to be barred from attending high school athletic contests.

In addition, each athlete must have parental permission, a physical exam by a physician certifying that the student may participate and proof of insurance coverage. This information must be on file in the principal's office, on MSHSAA approved forms, before any student will be allowed to participate or practice. All standards set by the MSHSAA must be met before a student may participate or practice.

NATIONAL HONOR SOCIETY

Eligibility is open to any student in the 10th, 11th, or 12th grades enrolled in this school at least one semester.

The minimum grade point average required for membership is 8.5. Students are rated by the faculty on service, leadership, and character. Students who receive an overall rating of 8.5 are referred to a faculty council that makes the final decision on membership.

STUDENT COUNCIL

The Student Council shall consist of two elected representatives from each class. All council members must be officially enrolled as members of the student body. Any student involved in an offense requiring major disciplinary action may be ruled ineligible for council membership. A committee composed of the high school principal, the sponsor, and the student body president shall determine what constitutes a major offense. To be eligible, a student must have at least a C average in the preceding two semesters before the election, with no failing quarterly grades during that period. The time of the election of council representatives shall be the first Friday following the election of the president and the vice-president.

Student Council members are required to attend monthly meetings and to make meaningful contributions to the work required during a school year. Any council member who misses three student council meetings during the school year will be removed from office. Any council member who has been removed from office will be ineligible to serve as a student council representative for a period of one entire school year. Any member removed from office for any reason will be ineligible to run for student council president.

FUND-RAISING ACTIVITIES

The major fund-raising activities will be reserved for the junior and senior classes; however, some clubs and organizations will be allowed limited fund-raising projects. All fund-raising activities must have:

1. Approval of the class or organization.
2. Approval of the sponsors.
3. Approval of the administration.

Participation of all members of the group is encouraged. No door-to-door sales are allowed.

SENIOR TRIP *Senior Trip Eligibility*

Each spring the senior class members conclude their final year of high school with a senior trip. This trip is designed to expand the educational opportunities of our students by providing a chance to see a portion of the United States that many of them may never have visited. This trip is a privilege and not a right. As an extra-curricular activity, all of the normal school rules and expectations apply to students as they prepare for and attend the trip. In addition to the regular school rules, there are a number of other considerations that specifically apply to the senior trip and senior trip participation.

General Expectations:

1. Students are expected to demonstrate a favorable attitude toward school and class activities. This includes demonstrating a general respect for teachers, administrators, staff and other students. Students may be written up by the principal for failure to meet these expectations.
2. Students are expected to be cooperative with faculty and other class members. This includes demonstrating a responsible and mature attitude. Students may be written up by the principal for failure to meet these expectations.
3. Students must be enrolled in the 8th semester of high school.

Students will not be allowed to attend the senior trip if:

1. They have more than ten (10) unexcused absences during their senior year. (Three (3) unexcused tardies will count as one (1) unexcused absence).
2. They have more than five (5) discipline referrals made by the principal during the senior year.
3. They fail to observe good citizenship through the use of drugs, alcohol, or stealing, at school or outside of school, vandalizing school property, or being convicted of a felony or Class A or B misdemeanor.
4. They have been suspended for more than three (3) days out of school suspension or ten (10) days AEC during their senior year.
5. They fail to have all bills and fines paid or have not completed graduation requirements prior to senior trip departure.
6. They fail to participate in moneymaking activities, fail to turn money in on time, or fail to work the concession stand as scheduled by sponsors without making appropriate alternative arrangements with the sponsors.
7. Their parents/guardians do not attend the beginning of the year parent meeting and the pre-trip meeting to finalize plans and review behavior and consequences of misconduct on the trip and sign the appropriate agreement forms.

Students who violate trip rules or cause a substantial disruption to the trip while on the senior trip will be sent home at the expense of the parents. Decisions about rule violations and trip disruptions shall be at the sole discretion of the senior trip sponsors in consultation with school district administration. Decisions about the method of transportation home will be at the sole discretion of the district. Depending on the violation, additional disciplinary action may be taken by the administration and/or school board.

MR. AND MISS GHS

Mr. and Miss GHS are elected by their peers, subject to administrative approval, and should exemplify those characteristics for which Gideon High School stands.

The young man and young lady elected for these prestigious positions must meet the following requirements:

1. Completed successfully 8 semesters (grades 9-12) at Gideon High School by the end of the senior year.
2. Involved in no major disciplinary action or suspension from school.
3. Involved in extracurricular activities: sports, band, debate, Student Council, yearbook, etc.
4. Earned respect of not only peers but also faculty and administration.
5. Demonstrated leadership abilities.
6. Accepted responsibility in helping to earn money for class projects.
7. Shown loyalty not only to the class but also to the school.
8. Represented the class and school with honor.
9. Supported school activities.
10. Conformed to accept standards of conduct.
11. Selected by the senior class and approved by the administration.

CHEERLEADERS

High School Cheerleaders are chosen from grades 9-12. They must meet eligibility requirements as established by the MSHSAA. Citizenship will also be a factor considered in the selection of cheerleaders.

Students trying out for a position on the Cheerleading Squad are judged by a panel of qualified judges.

They are rated on the following:

- Appearance
- Enthusiasm
- Coordination
- A variety of cheerleading techniques.

Junior High Cheerleaders are chosen from girls in the seventh or eighth grade. Try outs for Junior High Cheerleader are held in the spring for the following school year. The judges are selected by the Junior High

Cheerleader sponsor. The eight students with the highest number of total points will be chosen. The eight girls may be from the seventh and/or the eighth grades.

GUIDANCE

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

Family conferences are arranged throughout the year to discuss the following:

- Student credit studies
- Career planning
- Vocational trade and technical schools
- College admission and finance requirements
- Job placement after graduation.

THE LIBRARY

The library is basically a storehouse of accumulated knowledge. Its function is to store the materials of learning and recreational reading, and to make them available to students as both basic and supplemental elements of the curriculum. To perform this service, the library makes various types of materials available for appropriate periods of time, reference materials for short term use, and general reading volumes for a longer period.

The following regulations will allow all students and opportunity to make full use of the library:

1. General library books may be checked out for a period of two weeks. They may be rechecked, when necessary, for one week.
2. To keep them available for all students throughout the day, dictionaries and encyclopedias, etc, are checked out for one period to be used in study hall or the library. Some reference materials, however, may be borrowed at the end of the school day and returned by 8:15 a.m. the following morning.
3. Research magazines and vertical file items may be checked out for two days for a class report, one week for a major term paper, such as for English IV.
4. A fine of \$.10 per day will be charged for overdue general library books, except days when students are unavoidably absent.
5. A fine of \$.10 per day will be charged for any overdue materials having a limited circulation. (See #2 and #3 above)

COMPUTER ACCESS

The district maintains two computer labs for whole class use, a number of groups of computers in classrooms, and a bank of computers in the media center. Students should have significant access to computer technology within the district.

Computer lab usage is ALWAYS to be supervised by a teacher. Students are NEVER allowed in a district computer lab by themselves. If you need access to a computer and cannot gain access in your classroom, then you or your teacher should schedule a time with one of the library assistants to use a computer in the library.

All student use computers are protected with content filtering by N2H2. Content filtering is at a higher level when class is in session than it is after school hours.

PART IV: EMERGENCY AND EVACUATION PROCEDURES

FIRE

Fire alarm will sound (10 short bells or continuous short bells) to signal the evacuation of the building.

Teachers will assume responsibility for students' conduct during the evacuation. Students are expected to be quiet and remain in an orderly group. They will walk in single file in the halls.

All school personnel will exit the building immediately by way of designated exits.

In case of blocked exits, use the nearest available exit. (Doors and windows are to be closed. Lights are to be turned off.)

After leaving the building, classes will move away and check the class roll. Teachers should make sure they have their grade book.

Teachers are to instruct their students on these procedures. These should be practiced at the beginning of the school year and reviewed during drills. Special area teachers should instruct their classes of the designated route from their classes.

Maps with designated routes are posted. Mark with red the route to use. This (or a description of this) is to be posted at the door of the classroom.) Mark the alternate route to exit with black ink/marker and label it as an alternate route. Instruct students about the evacuation route from your classroom or area.

TORNADO

Tornado alarm will sound (one extremely long blast of the school bell) to signal the evacuation of the building.

Students should immediately move to the designated area for their classroom or area. If time permits, students may be moved to an alternative location. Students should assume the protective posture by crouching on elbows

and knees with hands over the back of the head. Students should put their heads down until the command is given for them to look up.

All Clear signal will be a verbal command of "All clear, return to your rooms," or other needed announcement.

EARTHQUAKE INFORMATION

STUDENTS MUST KNOW THAT IN AN ACTUAL EARTHQUAKE, EVERYONE MUST TAKE COVER.

THE TEACHER WILL SAY, **"DROP AND COVER."**

Students will do the following:

- Get under a table or desk.
- Turn away from windows.
- Put both hands on the back of the neck.
- Tuck the head down.
- If the desk or table moves, hold on and move with it.

Although doorways have traditionally been regarded as safe locations during an earthquake, it is important to anticipate some problems. Doors may slam shut. Doorjambes may be bent. Teachers will need to use their best judgement in choosing where they will position themselves for the quake.

After the initial quake it will be necessary to leave the building. The same procedure as a fire drill will be used to evacuate the building after an earthquake. Go to an open space when you get outside. It may be necessary to **"DROP AND COVER"** on the way outside if there are aftershocks. More details are available in the school disaster plan.

There are designated spots for classes to meet after an earthquake. **NO ONE MAY LEAVE THE LOCATION WITHOUT CHECKING OUT WITH COMMAND POST.**

EARTHQUAKE SAFETY REMINDERS:

If you're outside:

- * Stay outside.
- * Go to an open area away from hazards.
- * Keep quiet and listen for instructions.

If you're inside:

- * Stay inside.
- * Take cover immediately under a table, desk, or counter.
- * Keep quiet and listen to instructions.
- * Remain in safe position for at least 60 seconds, or until the shaking has stopped and your teacher tells you to leave your shelter.

If you're in a school bus or car:

- * The driver should stop as soon as possible away from buildings, power lines, bridges, and highway overpasses and underpasses.
- * Passengers should stay in the vehicle and hold on (cars and buses have shock absorbers).

SUMMARY OF SAFE SCHOOLS ACT (HB 1301 & 1298)

School Discipline Policies

This legislation outlines several policy requirements focusing on promoting safe school environments. Local boards of education of each school district are required to establish a written discipline policy, including specifying the districts' policy on corporal punishment and procedures in which punishment will be applied. Pupils and their parents or legal guardians must be provided a copy of the disciplinary policy.

Reporting Requirements

District administrators are required to report acts of school violence to teachers and other school employees who have direct responsibility for the child's education or interact with the student on professional basis. The section defines "acts of school violence" and "violent behavior" including a list of felonies that are required to be reported. Any portion of a child's IEP relating to demonstrated or potentially violent behavior must be reported to any teacher or district employee who is directly responsible for the child's education or who interacts with the student within the scope of their duties.

Student Suspension

Current law requires a minimum of a one-year suspension for a student bringing a weapon to school. This amendment allows the suspension to be either one year or an expulsion and expands the definition of weapon. Civil war era weapons, when used for a civil war reenactment on school property, are exempted.

Discipline Records

Districts are required to compile and maintain records of any "serious violation" of district policy. Records will be made available to district personnel with the need to know based upon their assigned duties and shall also be sent to any district a student subsequently attends.

Abuse Investigations

This section outlines investigations of alleged abuse based upon the use of corporal punishment within the district. The amendment authorizes the juvenile officer to designate another law enforcement officer to investigate these allegations in conjunction with school personnel.

Children with Disabilities

Section 162.680, RSMo, contains the state prohibition on denial of educational services based upon the child's disability. This section is amended to provide that if violent behavior of a child with a disability causes a substantial likelihood of injury, the school shall initiate procedures to change the student's education placement.

Residency Issues

Prior to registration a pupil, parent or legal guardian must establish proof of residency, or must have requested a waiver of the proof of residency. A process is defined for requesting a waiver of proof of residency, including authorizing a hearing before the local board of education. Athletic ability is prohibited as a basis for the issuance of the waiver. Submitting false information relating to residency is defined as a Class A misdemeanor. School districts are authorized to file a civil action for recovery of educational costs based upon submitting false information relating to a student's residency.

Transfer of Documents

School officials enrolling the pupil must request within forty-eight (48) hours a transfer of documents from all school districts the pupil attended within the previous twelve (12) months. Any school district receiving that request shall respond within five (5) business days of receipt of that request. The request must include the disciplinary records required under this legislation. Transfer of school records is prohibited to persons not employed by the school district, juvenile, or family courts, unless written permission is granted by the parent, guardian or student, if the student is eighteen (18) years of age or older. Violation of this subsection is a Class B misdemeanor and a civil action is authorized based upon a district's failure to comply. The State Board of Education is authorized to establish rules relating to the enforcement of this section.

Removal of Students

Districts are authorized to immediately remove a pupil posing a threat to themselves or others. Prior disciplinary action may not be the sole basis for such removal. Removal of a pupil with a disability is subject to state and federal procedural rights. Boards are required to make a good-faith effort to have the parent or other custodian present at the suspension or expulsion hearing.

Readmission Conference

Section 167.171, RSMo, outlines the procedural requirements relating to the suspension or expulsion of students. A new subsection requires a conference prior to re-admission of a student suspended for more than ten (10) days for an act of school violence, or where the pupil poses a threat of harm to themselves or others. Written notice of the conference shall go to the parent or guardian. The section specifically prohibits re-admission of a student convicted or indicted of specified criminal acts. An exception is provided for children with disabilities as identified under state eligibility criteria. A conference is also required if a student attempts to enroll in one district during a suspension or expulsion from a second district. The second school district may recognize the disciplinary action if it is determined that the behavior would be subject to suspension or expulsion in that district.

Communication with Juvenile Officers

Juvenile officers must notify school officials when students have committed certain specified criminal acts. The notification must include a description of the conduct and the dates when the conduct occurred, but shall not include the name of the victim. This report shall be shared with teachers or other district employees with a need to know based upon the scope of their assigned duties. The superintendent is required to notify the appropriate juvenile or family court upon the suspension of any student within the jurisdiction of the courts when the suspension is in excess of ten (10) days.

Notice of Violent Acts

Principals are required to notify the superintendent and law enforcement if any person is believed to have committed first, second or third degree sexual assault or deviant sexual assault against a pupil or school employee while on school property, on a school bus, or while involved in a school activity. The principal must also report possession of a weapon or controlled substance. This section grants good-faith civil immunity for school employees providing information to law enforcement. Refusal by school officials relating to their reporting requirements under this section and Section 160.261, RSMo, is defined as a misdemeanor punishable by a fine of up to \$500 and imprisonment in a county jail not to exceed one (1) year.

Violence Prevention Programs

The Department of Elementary and Secondary Education is authorized to identify programs relating to violence prevention to be administered to the public schools. The State Board of Education is authorized to adopt rules

approving such programs. Academic credit may not be offered for participation in these programs. Beginning no later than the 1998-99 school year and thereafter, districts are authorized to administer violence prevention programs for kindergarten through twelfth grade. The Department of Elementary and Secondary Education is authorized to fund programs relating to violence prevention.

Statement of Disciplinary History

School districts may require a parent, guardian, or other custodian to provide a statement indicating whether a student was previously expelled, violated board policy on weapons, alcohol or drugs, or willfully inflicted injury on another. Persons making a false statement would be guilty of a Class B misdemeanor. The statement would be maintained as a part of the student's record.

Alternative Education

Suspension or expulsion is stated not to relieve the State or the suspended student's parent or guardian for responsibility to educate the student. Districts are encouraged to provide in-school suspensions or other alternatives to suspensions or expulsions. Districts constituting the domicile for a child for whom alternative education programs are provided shall pay the per pupil cost of that education. School districts may contract with other political subdivisions, public agencies, not-for-profit organizations or private agencies to provide alternative education.

State School Grants

The State Board of Education is authorized to establish grant awards for assistance in providing alternative education. Certain specified programs are to be given preference in evaluating grant applications. Districts are authorized to submit joint applications.

State Board Waivers

This section authorizes the State Board of Education to modify or waive any board rule or policy upon receipt and approval of a proposal from a school district. A proposal for a waiver shall demonstrate that the intent of the particular rule can be locally addressed in a more effective, efficient, and economical manner or that the waiver is needed to implement a plan for improved student performance or school improvement. Prior to submitting a waiver application, a school district shall hold a public hearing on the matter. Waivers are limited to a maximum of five school years but may be renewed upon application by the school district. The State Board of Education may not waive any statutory requirement concerning teacher certification or tenure.

Bus Driver Certificates

Section 302.272, RSMo, is amended to eliminate the prohibition on licensing school bus drivers in excess of seventy (70) years of age. Applicants at least 70 years of age must pass an annual medical examination and annual renewal of bus driver permits. Drivers who have pled guilty or have been found guilty of specified crimes are subject to certificate revocation. Current law would require a conviction prior to revocation. The list of crimes upon which revocation can be based is expanded to include violation of drug regulations, endangerment of a child and felony or misdemeanor weapon offenses. The Missouri Highway Patrol is authorized to obtain a Federal Bureau of Investigation criminal record for the purpose of checking and clearing applicants.

Other Provisions

The State Board of Education is authorized to adopt a policy relating to the expungement of disciplinary records.

The St. Louis City Public Schools are authorized to adopt a dress-code policy relating to the wearing of school uniforms.

The crime of assault while on school property is defined and classified as a Class D felony.

Authorizes school districts to offer training to students in the administration of cardiopulmonary resuscitation and other life saving methods.

Authorizes a local board of education of permit self-administration of medication by use of a metered dose inhaler.

Authorizes a court to order children adjudicated for nonviolent crimes to participate in a jobs program and to order restitution of damage or loss caused by the offense.

Districts are authorized to offer a ~~non~~“motivated” section in class where multiple sections are offered.

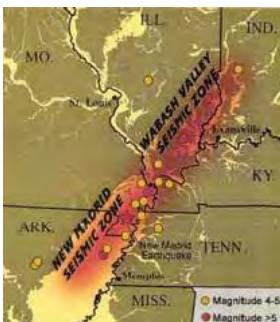
Drug-free schools zones are expanded from 1,000 to 2,000 feet of public school property and include school buses within that zone.

Possession of substances used to manufacture Methamphetamine or related substances is made a Class D felony. Restrictions are placed on the marketing, selling, distribution, advertising, or labeling of drug products containing ephedrine or related drugs, and violation is a Class D felony.

School buses used to transport children participating in a federal Head Start Program are authorized to bear the designation Head Start School Bus.

Damage to any motor vehicle owned, operated or leased under contract by a school district or private school for the transportation of school children is added to the crime of institutional vandalism.

The crime of making a false bomb report is changed form a Class A misdemeanor to a Class D felony.



Signed by Governor on June 14, 1996. Emergency Clause on provision pertaining to Bus Driver Certificates is effective June 14, 1996 while remaining provisions are effective August 28, 1996.

Summary prepared by the School Laws and Legislation Section of the Missouri Department of Elementary and Secondary Education. (August 1996)

EARTHQUAKE SAFETY FOR MISSOURI SCHOOLS

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

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per

Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

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

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

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

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

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

Prepare a Home Earthquake Plan

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

Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.

Choose an out-of-town family contact.

Take a first aid class from your local Red Cross chapter. Keep your training current.

Get training in how to use a fire extinguisher from your local fire department.

Inform babysitters and caregivers of your plan.

Eliminate Hazards

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

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

Install strong latches on cupboards.

Strap the water heater to wall studs.

Prepare a Disaster Supplies Kit for Home and Car

First aid kit and essential medications.

Canned food and can opener.

At least three gallons of water per person.

Protective clothing, rainwear, and bedding or sleeping bags.

Battery-powered radio, flashlight, and extra batteries.

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

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

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

Know What to Do When the Shaking BEGINS

DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.

In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.

If you are in bed, hold on and stay there, protecting your head with a pillow.

If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.

If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.

Check others for injuries. Give first aid for serious injuries.

Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)

Listen to the radio for instructions

Expect aftershocks. Each time you feel one, **DROP, COVER, AND HOLD ON!**

Inspect your home for damage. Get everyone out if your home is unsafe.

Use the telephone only to report life-threatening emergencies.

PART V: COURSE DESCRIPTIONS

GIDEON NO. 37 SCHOOL DISTRICT COURSE DESCRIPTIONS

FINE ARTS

Course Title: ART APPRECIATION

Grade-level: 9-12

Overview: The student will spend the year acquiring an appreciation for art and how it relates to our history and present life. Lessons are disciplined based on studying art history, aesthetics, production, and criticism. There will be art projects with each lesson.

Course Title: ART I

Grade-level: 9-12

Overview: The Art I Program has been developed to provide each student with opportunities to develop an understanding of elements and principles of art, as well as an overview of art history, aesthetics, production, and art criticism. Students will be given art instruction and experience several media. Students will also create two- and three-dimensional works of art.

Course Title: ART II

Grade-level: 10-12

Pre-requisite: Art I

Overview: The Art II Program has been developed to provide each student with opportunities to develop greater understanding of elements and principles of art, as well as art history, aesthetics, production and criticism. This advanced level course also offers in-depth study in the techniques of specific media.

Course Title: ART III

Grade-level: 11-12

Pre-requisite: Art II

Overview: The Art III Program has been developed to provide each student with opportunities to develop greater understanding of elements and principles of art, as well as art history, aesthetics, production and criticism. This advanced-level course also offers in-depth study in the techniques of special media.

Course Title: ART IV

Grade-level: 12

Pre-requisite: Art III

Overview: Art IV is designed for students to develop an in-depth study in the medium and artists of their choice. Students will also review art history, aesthetics, and criticism, as well as prepare an exhibit and portfolios.

Course Title: MUSIC APPRECIATION

Grade-level: 10-12

Overview: This course is designed to expose the student to the fundamentals of music, basic sound production,

and a variety of musical styles and literature from all over the world. Written examinations will cover both the textbooks and lectures. Projects and reports on musical topics are also included.

BUSINESS TECHNOLOGY

Course Title: BUSINESS MATH

Grade-level: 10-12

Overview: Business Math is an intermediate course in which students will develop and improve their abilities to solve a variety of personal and business math problems.

Course Title: BUSINESS TECHNOLOGY

Grade-level: 10-12

Overview: Business Technology is an intermediate course in which students will gain knowledge and develop skills necessary to perform essential office tasks.

Course Title: COMPUTER APPLICATIONS

Grade-level: 10-12

Overview: Computer Applications is a basic course in which students will learn how to operate a variety of software applications.

COMMUNICATION ARTS

Course Title: ENGLISH I

Grade-level: 9

Overview: English I is the introduction to language arts and communication at the secondary level. In English I, the student begins a three-year program of communication-skills development: listening/speaking, writing, and writing/reading. The student learns active listening skills and practices reading for comprehension in conjunction with systems of note-taking. Speaking skills are practiced in oral presentations, for instance, one book report. Grammar studies are based on the eight parts of speech analyzed in simple and compound sentences. Mechanics are reviewed in the study of capitalization and punctuation, and spelling skills are maintained with grade-level vocabulary tests throughout the year. The student learns the steps in the writing process and applies them to paragraph compositions which narrate, describe, inform, and persuade. Literary studies include critical reading of a selection of classic short stories and lyric poems and excerpts from longer works, such as novels and histories. Extended written composition based on academic research is practiced in book reports on full-length works.

Course Title: ENGLISH II

Grade-level: 10

Pre-requisite: English I

Overview: English II is the intermediate level of high school language arts and communication. In English II, the student continues the areas of study introduced in English I, but carries them into greater detail or expands them to wider scope. Listening-skills, note-taking, and reading comprehension are practiced in more sustained activities. Speaking situations become more refined. Grammar studies review the parts of speech and apply them to the production of effective sentences. Subordination of ideas is emphasized in a detailed study of the complex

sentence. Mechanics are reviewed through maintenance practice in capitalization and punctuation and grade-level spelling. Steps in the writing process are reviewed and applied to longer compositions, such as the personal essay, the two-phase theme, and the three-phase theme. Writing techniques, such as analogy and comparison/contrast, are introduced. Literary studies continue with critical reading of short stories and excerpts for such longer works as novels and histories. The production of reports is continued in the book report program.

Course Title: ENGLISH III

Grade-level: 11

Pre-requisite: English II

Overview: English III is a language arts and communications course designed for juniors. It is both a continuation and intensification of English I and II. The scope of the course is necessarily broad because it, too, involves the essential tools of communication: grammar, usage, sentence structure, capitalization, punctuation, spelling, vocabulary study, reading, and composition. In English III, considerable emphasis is placed on differentiating informal from standard formal English, composing correct resumes, and preparing for job interviews.

Course Title: ENGLISH IV

Grade-level: 12

Pre-requisite: English III

Overview: English IV is a language arts and communications class designed for seniors who plan to continue their formal education beyond high school. The course involves an intensive study of the principles of paragraph construction; especially unity, coherence, and adequate development; an intensive study of the principles involved in the composition of the four major types of written discourse: narration, description, exposition, and argumentation; extensive composition assignments involving both the principles of effective paragraphing and the application of various techniques involved in the four major types of written discourse; a detailed study of the fundamentals of the research paper; certain selected readings for English literature, especially Shakespeare's Macbeth; and the application of language arts/communication skills to the world of work.

Course Title: LITERATURE

Grade-level: 11-12

Overview: Introduction to literature covers the following forms of literature: short story, nonfiction, poetry, drama, and novel. Not only will students learn literary terms and techniques and interpretation, but also they will gain experience in writing compositions dealing with interpretation of poetry, recognition of theme, understanding of plot development and characterization, and in relating selections to personal experiences. Activities requiring the use of the media center are also a part of the course.

Course Title: SCHOOL PUBLICATIONS

Grade-level: 11-12

Pre-requisite: Typing

Overview: The primary function of school publications is planning and editing the yearbook, and includes six important functions:

1. Be a valuable memory book with pictures of every student and teacher in the school accurately identified,
2. Provide a comprehensive history of one year of school life,

3. Promote morale in the school,
4. Be a usable book of reference,
5. Give worthwhile educational training to student staff members,
6. Build goodwill for the school by giving a true and comprehensive picture of what the institution is trying to accomplish.

Course Title: SPEECH

Grade-level: 11-12

Overview: The course is designed to help the student acquire self-confidence and poise while developing formal and informal communication skills. Emphasis is placed not only on organization, structure, research, and delivery required in the different areas of public speaking, but also on the mastery of the technical knowledge of sounds, phrasing and inflection in order to develop good articulation in a variety of speech situations.

SOCIAL STUDIES AND GOVERNMENT

Course Title: AMERICAN HISTORY

Grade-level: 9

Overview: A general survey of American economic, political, and social changes from 1865 to the present.

Course Title: ANCIENT/MEDIEVAL HISTORY

Grade-level: 10-12

Pre-requisite: 10th standing

Overview: World History is designed for sophomores, juniors and seniors. It covers the major social, political, and economic events from the beginning of recorded history to approximately 1750 A.D. The general purposes of this course are twofold. First, the course is meant to help the student understand and appreciate the roots, development, and nature of American-Western civilization. Second, the course is meant to promote the student's understanding and appreciation of the great civilizations of Asia and Africa, as well as the culture and traditions of Native Americans as they developed in pre-Columbian times.

Course Title: CIVIL WAR

Grade-level: 11-12

Pre-requisite: 11th standing

Overview: Civil War is designed for juniors and seniors. It covers major social, political, and economic events preceding the war, during the war, and during reconstruction. This course is divided into three parts: the coming of the war, the war, and reconstruction.

Course Title: CONTEMPORARY ISSUES

Grade-level: 11-12

Pre-requisite: 11th standing

Overview: Contemporary Issues deals with a number of unsolved and persistent social problems and current

events which have complex and multiple causes. The student will learn that most controversial issues do not lend themselves to easy, quick, or permanent solutions. The student will also learn that modern society is in a constant state of change and that such changes always create problems. It is to be hoped that the student will come to realize that there is often more than one way to view a problem, more than one way to approach a problem, and more than one way to deal effectively with a problem. The student will be taught that problems bring conflicts and that conflicts can and must be resolved in ways that are acceptable to the majority and just to various minorities.

Course Title: ECONOMICS

Grade-level: 11-12

Overview: Economics is a survey course dealing with the conditions and principles concerning the production, distribution, and consumption of wealth; and the material means of satisfying human needs and wants. Simply put, the class is concerned with the many ways in which people go about the daily business of making a living, especially in a market economy such as that existing in the United States today.

Course Title: GOVERNMENT

Grade-level: 11

Overview: Government deals with the study of the institutions, branches, and functions of federal, state, and local governments and of the electoral processes; the study of the rights and responsibilities of an American citizen, characteristics of a government with a culturally diverse population, and careers in government and government services.

Government is a course specifically mandated by Missouri Statute Section 170.011, as Amended by SB 198. By law, in order to graduate from a public high school, students must pass a one-semester course dealing with the institutions, branches, and functions of federal, state, and local government; and in the electoral process.

Course Title: CONTEMPORARY U.S. HISTORY

Grade-level: 9-12

Overview: Contemporary U.S. History is the study of the social, political, geographical, and economic history of the U.S. from 1945 to the present. The emergence of the U.S. as a major world power, its role, and its relations with foreign countries are examined, analyzed, and assessed.

Course Title: PSYCHOLOGY

Grade-level: 11-12

Overview: Psychology may be defined generally as the science which deals with the mind in any of its aspects. It is the systematic knowledge and investigation of consciousness and behavior. The class is taught through a personal-adjustment approach.

Course Title: SOCIOLOGY

Grade-level: 11-12

Overview: Sociology is a course dealing with various elements of human society, such as the family, the school, the church, the state, and other societal units. The course is concerned with individual behavior in group situations and involves the individual's well-being as a member of an organized and recognizable community.

The primary purposes of the course are to help the student understand himself better and to assist the student in becoming better adjusted to the various roles society thrusts upon him/her as he/she progresses through the successive stages of his life. Acceptable behavior in various group situations is stressed.

Course Title: U.S. GEOGRAPHY

Grade-level: 10-12

Overview: U.S. Geography is a general survey of the five themes of geography with a distinct American theme. History, economics, politics, people and place, and time and movement will all be viewed and studied. Regional and state maps will be memorized. All objectives will be assessed to determine mastery. Gideon School District places mastery on a numeric scale of 80% or better.

Course Title: WORLD GEOGRAPHY

Grade-level: 10-12

Overview: Geography may be defined generally as the science of the earth and its life-forms; especially the description of land, sea, and air; and the distribution of plant and animal life, including man and all his industries. The major purposes of this course are to provide the student with some in-depth knowledge of geographical concepts and technical terminology, give the student a general overview of physical and cultural geography, explain the interrelationships between people's culture and environment, introduce the concept of environmental protection, and increase the student's concern for the interest in his/her world.

Course Title: WORLD HISTORY II

Grade-level: 11-12

Overview: The study of the social, political, geographical, and economic history of the world from the Renaissance through the present. Various themes and events that have shaped our world will be examined, analyzed, and assessed.

FAMILY AND CONSUMER SCIENCES

Course Title: FAMILY AND CONSUMER SCIENCES I

(FACS I)

Grade-level: 9-12

Overview: Family and Consumer Sciences I is a comprehensive study intended to generate knowledge and skills in all FACS curriculum areas. This course includes a series of lectures, audiovisual presentations, demonstrations, lab experiences, reports, and individual projects.

Course Title: FAMILY AND CONSUMER SCIENCES II

(FACS II)

Grade-level: 10-12

Pre-requisite: FACS I

Overview: Family and Consumer Services II is a course which seeks to give students an opportunity to cover the area from FAC I in a bit deeper fashion. Students are familiar with areas covered and can take in secondary and

deeper information on each. Projects and lab experiences are also no longer beginner types and they allow students to stretch their experiences.

Course Title: HOME DESIGN

Grade-level: 10-12

Overview: This course provides a basic background in home construction methods to provide a working knowledge of construction. The course is taught in a logical sequence that covers comprehensive coverage of societal, historical, consumer, and design information.

During the course, the link is continually made between theory and application.

Course Title: NUTRITION AND WELLNESS

Grade-level: 10-12

Overview: Nutrition class strives to equip each student with basic a knowledge of food needs of the human body.

Course Title: PARENTING/CHILD DEVELOPMENT

Grade-level: 10-12

Overview: The child development program prepares students to understand the areas of study below. This program draws on aspects of the social and biological sciences of which home economics is a component. Observations and actual experiences with children and their parents are integral parts of the program.

MATHEMATICS

Course Title: PRE-ALGEBRA

Grade-level: 9-10

Pre-requisite: Math 8

The focus of the course is building the foundation necessary for success in the study of algebra. Students will become familiar with the following: the properties of mathematics; the language of algebra; solving one step and two step equations; adding, subtracting, multiplying and dividing rational numbers and integers; solving inequalities; graphing equations and inequalities; proportion; percent; statistics and graphs; probability; applying algebra to geometry; measurement; and the study of polynomials.

Course Title: ALGEBRA I

Grade-level: 9-12

Pre-requisite: Math 8

Overview: Algebra I is the study of real numbers and their properties. It is an introduction to solving equations and unknowns. The course provides a foundation for more advanced mathematics and science courses and a background for problem solving applicable in many fields.

Course Title: ALGEBRA II

Grade-level: 10-12

Pre-requisite: Algebra I

Overview: Algebra II is the integration of logical reasoning, spatial skills, and algebraic concepts. Skills learned in Algebra I will be a foundation for this class. Concepts learned in Algebra I will be expanded, and more advanced Algebra skills will be emphasized.

Course Title: MATH ANALYSIS

Grade-level: 11-12

Pre-requisite: Algebra II

Overview: Math Analysis is designed to prepare students for a comprehensive calculus course. Practice in the fundamental skills of algebra, geometry, and trigonometry is provided while advanced topics are introduced and practiced.

Course Title: ALGEBRA CONCEPTS I

Grade-level: 9-12

Pre-requisite: Math 8

Overview: Algebra Concepts I is an integrated learning course of video programs, math text, laboratory activities, and practical problem-solving exercises. The student will apply skills to general and occupational specific problems. Participation is encouraged by activities the learner performs while studying the material.

Course Title: ALGEBRA CONCEPTS II

Grade-level: 10-12

Pre-requisite: Concepts of Alg. I or Alg. I

Overview: Algebra Concepts II is an integrated course of video programs, text, mathematics laboratory activities, practical problem-solving exercises, and glossary. Participation is encouraged by activities the learner performs while studying the material.

Course Title: GEOMETRY

Grade-level: 10-12

Pre-requisite: Algebra I

Overview: Geometry is the integration of logical reasoning, spatial skills, and algebraic concepts. Properties of figures in the plane and in ordinary three-dimensional space will be emphasized. A compass, protractor, and ruler are required.

PHYSICAL EDUCATION AND HEALTH

Course Title: FIRST AID AND SAFETY

Grade-level: 9-12

Overview: In First Aid and Safety, students learn the importance of basic safety and first aid techniques. The internet will be used to discover the latest news and helpful information from a variety of sources. The entire first semester is spent conducting research, compiling information in class notebooks, and providing this information as newsworthy to our elementary students. The second semester is spent on First Aid. Students participate in many hands-on learning experiences to be able to provide help in emergency situations. An opportunity is provided to learn CPR, the Heimlich Maneuver, and other basic first aid. Students can also receive a junior CPR card which allows them to assist adults providing CPR to a victim.

Course Title: HEALTH

Grade-level: 10-12

Overview: Health is a study of the principles, problems, and practices involved in the improvement of individual and community health. Attempts are made to stimulate a greater appreciation and understanding of health, which should be reflected in a more intelligent self-direction of health behavior.

Course Title: PHYSICAL EDUCATION

Grade-level: 9-12

Overview: Physical Education classes at Gideon High School consist of a program of study designed to allow students to develop a life-long interest in sports and leisure-time activities. The course also provides a means for the student to develop and maintain his/her physical, mental, social, and emotional growth.

SCIENCE

**Course Title: APPLIED BIOLOGY AND
CHEMISTRY I (ABC I)**

Grade-level: 10

Overview: Fundamentals of Biology and Chemistry with lab activities is taught in the context of applications to society, work, and home. This course is a Lab Science credit.

**Course Title: APPLIED BIOLOGY AND
CHEMISTRY II (ABC II)**

Grade-level: 11-12

Pre-requisite: ABC I

Overview: Fundamentals of Biology and Chemistry with lab activities is taught in the context of applications to society, work, and home. This course is a Lab Science credit.

Course Title: BIOLOGY

Grade-level: 9

Overview: This course is a very investigative approach to biology. Classes are combinations of lecture/discussion, reading, films, and laboratory work. Subjects covered are listed below. (The number to topics covered is subject to time available in the school year.)

Course Title: BOTANY/ZOOLOGY

Grade-level: 11-12

Pre-requisite: Biology

Overview: This course is an in-depth study of the plant and animal kingdoms. Classes include lecture/discussions, reading, films, and laboratory work. This course is recommended for college-bound students, especially those interested in the field of science.

Course Title: CHEMISTRY I

Grade-level: 11-12

Pre-requisite: Biology and Algebra I

Overview: This course is a study of the structure of matter and the changes in composition of matter, as well as the application of chemical techniques to industry.

Course Title: CHEMISTRY II

Grade-level: 11-12

Pre-requisite: Chemistry I

Overview: This course is a study of the structure of matter and the changes in composition of matter, as well as the application of chemical techniques to industry.

Course Title: PHYSICAL SCIENCE

Grade-level: 9

Overview: Physical Science is the study of matter and energy. The importance of studying matter and energy is emphasized along with methods and processes of studying matter and energy. The scientific method will be employed in a number of aspects of the course.

Course Title: PHYSICS I

Grade-level: 11-12

Pre-requisite: Alg. I/Co-requisite: Alg. II

Overview: This is a two-semester course that provides an introduction to classical physics. The course is designed for the college-bound or technical-bound student. Material is presented from a mathematical basis and involves significant problem solving. Laboratory work is provided to supplement the concepts presented in class.

Course Title: PHYSIOLOGY/ANATOMY

Grade-level: 11-12

Pre-requisite: Biology

Overview: This course is an in-depth study of the physiology and anatomy of the human body. Classes include lecture/discussion, reading, films, and laboratory work. This course is recommended for college-bound students, especially those interested in the field of science.

Course Title: PRINCIPLES OF TECHNOLOGY I

Grade-level: 10

Pre-requisite: 1 yr. of H.S. Math (Alg. I)

Overview: Principles of Technology I is a high school course in applied to physics with a technically valid, unifying approach to the

study of the basic energy systems. Principles of Technology blends an understanding of basics and principles with practice.

Course Title: PRINCIPLES OF TECHNOLOGY II

Grade-level: 11-12 Pre-requisite:

Principles of Technology I

Overview: Principles of Technology II is a second year high school course in applied physics that blends an understanding of basics and principles with practice and builds a firm foundation for understanding technology.

INSTRUCTIONAL TELEVISION OFFERINGS

A variety of advanced course offerings are available through the TrendNet ITV consortium. These offerings will vary from year to year. If a student is interested in a particular course that is not part of our regular course offerings, he/she may make a request to the high school principal and if appropriate and where possible we will attempt to search out an ITV offering that may meet that need. Students should check with the High School Counselor to determine specific ITV course offerings.

Course Title: SPANISH I

Grade-level: 9-12

Overview: Spanish I is an elective course with the major emphasis on developing listening, speaking, reading, and writing skills in Spanish. The culture and geography of the Spanish-speaking countries are also a focus of this course. **(Trendnet).**

Course Title: SPANISH II

Grade-level: 10-12

Pre-requisite: Spanish I

Overview: Spanish II is an elective course with the major emphasis on furthering listening, speaking, reading, and writing skills in Spanish. The culture and geography of the Spanish-speaking countries are also a focus of this course. **(Trendnet).**

Other ITV Courses On Request Or As Available.

DUAL CREDIT OFFERINGS

A variety of dual credit offerings are available via ITV or Web-based courses through Three Rivers Community College and through Southeast Missouri State University. The course offerings will vary by semester depending upon what is available through the providers. Students must meet the minimum qualifications of the offering institution as well as the requirements of the district in order to participate in dual credit offerings. The student must pay any fees to receive the college credit. Dual credit offerings are also available during the summer.