

2023-2024

Student Handbook



Neuwoehner High School

12112 Clayton Road

Town & Country, MO 63131

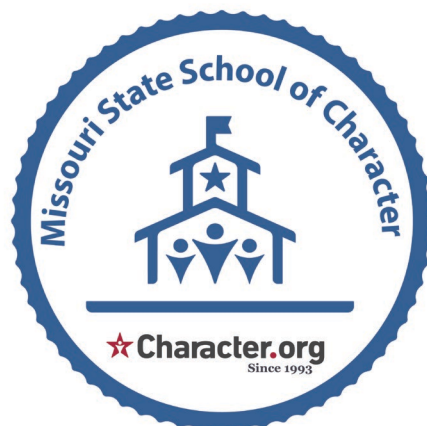
314-989-8700

Mission: Neuwoehner is committed to challenge and foster high expectations for student success.

Vision: Neuwoehner is committed to successfully transition students to adult life.

Special School District Notice of Non-Discrimination and Accommodation

Special School District does not discriminate or tolerate discrimination, harassment, and/or retaliation against an individual based on race, color, religion, sex, national origin, sexual orientation or perceived sexual orientation, ancestry, disability, veteran status, age, genetic information or any other characteristic protected by federal or state law in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. Direct inquiries and complaints under this policy to Special School District's Director – Compliance Liaison, 12110 Clayton Road, St. Louis, Missouri 63131, telephone (314) 989-8100 or to the U.S. Department of Education Office for Civil Rights, One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, telephone (816) 268-0550, fax (816) 268-0599, TDD (800) 877-8339, email OCR.KansasCity@ed.gov Information about the existence and location of services, activities, and facilities accessible to impaired persons can be obtained from the Special School District's Director – Compliance Liaison at the phone number and address listed above.



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Special School District of St. Louis County 2023-24 Calendar

July 2023						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

August 2023						
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	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

September 2023						
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	18	19	20	21	22	
	25	26	27	28	29	

October 2023						
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	9	10	11	12	13	
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	23	24	25	26	27	
	30	31				

November 2023						
S	M	T	W	T	F	S
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	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		

December 2023						
S	M	T	W	T	F	S
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	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

JULY

25-27 Proposed New Teacher Orientation

AUGUST

8-17 Staff On Duty, No Students

18 No Staff or Students

21 First Day of Student Attendance

SEPTEMBER

4 Labor Day Holiday, Non-Paid

OCTOBER

19 Staff On Duty, No Students

20 School Not In Session, Non-Paid

NOVEMBER

7 AMI Day for NT/ST Only

22 School Not In Session, Non-Paid

23 Thanksgiving Holiday

24 School Not In Session, Non-Paid

DECEMBER

20 Last Day of Student Attendance

21-29 Winter Break

25 Christmas Holiday

JANUARY

1-2 Winter Break

3 First Day Back in Session

12 Staff On Duty, No Students

15 Martin Luther King, Jr. Holiday

FEBRUARY

16 Staff On Duty, No Students

19 Presidents' Day Holiday

MARCH

15 Staff On Duty, No Students

18-22 Spring Break

29 No Staff or Students

APRIL

19 Staff On Duty, No Students

MAY

23 Last Day of Student Attendance

24 Staff On Duty, No Students

27 Memorial Day Holiday, Non-Paid

28-31 Make-Up Snow Days

JUNE

3-4 Make-Up Snow Days

3 ESY begins

19 Juneteenth Holiday

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	
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	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

February 2024						
S	M	T	W	T	F	S
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	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29		

March 2024						
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	18	19	20	21	22	
	25	26	27	28	29	

April 2024						
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	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

May 2024						
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	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

186 Staff Work Days
173 Student Attendance Days
13 Professional Development Days
6 Make-Up Snow Days

School Not In Session
Staff On Duty, No Students (Professional Development)
Make-Up Snow Days (Begin on Fifth Snow Day)
Holiday

Hiram Neuwoehner High School
Special School District of St. Louis County
12112 Clayton Road
Town & Country, Missouri 63131

Welcome to the Neuwoehner 2023-2024 School Year!

Welcome both new and returning families and friends! We are looking forward to an exciting year! Please set aside some time to review the 2023-2024 Family-Student Handbook together.

Our school hours are **7:35 a.m. to 2:15 p.m.** School Office hours are from 7:00am to 3:30pm Monday through Friday. Please refer to the school calendar for information regarding school closures.

Here are some helpful phone numbers to keep handy:

Neuwoehner School Office 314-989-8700

Mary Michael
Cynthia Davis

Fax 314-989-8702

Health Office 314-989-8710

Megan McDonald
Beth Vesper

Social Work

Debbie Busche 314-989-8724
LeaAnn Roth 314-989-8722
Anna Shreves 314-989-8768

Transition Facilitator

Sarah Kimmel 314-989-8742

Transportation

Central Garage 314-989-7160
South Garage ("300" Buses) 314-989-7562
North Garage ("700" Buses) 314-989-7750

Kim Fine
Principal
klfine@ssdmo.org

Bridget Duke
Assistant Principal
baduke@ssdmo.org

Follow us on twitter and Facebook: **@NeuSchoolSSD**



Welcome!

Hiram Neuwoehner High School, established in 1971, is a special education school in the Special School District of St. Louis County. Neuwoehner School is a secondary school serving high school students from 12 area school districts. Neuwoehner School serves a diverse student population and provides significant supports to meet individual student needs as outlined in the individualized education plan.

Hiram Neuwoehner School hosts a schoolwide **Student Council**. The Student Council sponsors a number of activities each year including officer elections, school dances and teacher appreciation activities as well as raising money for a variety of nonprofit organizations.

T.E.A.M. Tiger (*Together Everyone Achieves More!*) is the school-wide motto used to promote recognition of students demonstrating appropriate social skills relating to the school rules: **Be Kind, Be Safe, Be Cooperative, Be Peaceful**. Students earn T.E.A.M. Tiger tickets and have the opportunity to attend T.E.A.M. Tiger gatherings and win prizes. Teachers implement regular social skills instruction related to this system of school-wide effective behavior supports to promote student learning. *Go Tigers!*

At Neuwoehner High School, character education is an essential part of the curriculum. **Character lessons** are taught by teachers, social workers, speech and language pathologists, and the school counselor. Service learning projects are also utilized to teach and reinforce character through our work with the Leukemia and Lymphoma Society, Ronald McDonald House, and Pennies for Patients. Our focus is to teach and to reinforce core ethical and performance values that are universal: Be Kind, Be Safe, Be Cooperative, and Be Peaceful (which are also our school rules). Incorporation of character education across curricula builds a caring school community that promotes each student's intellectual, social, emotional, and ethical responsibilities.

The Neuwoehner School Parent-Teacher Organization sponsors a number of activities annually to support students and staff. The **PTO** sponsors fundraisers with money raised to support student activities such as school dances, Family Fun Night, prom, and staff appreciation activities to recognize staff's commitment and a job well done! Families are encouraged to get involved with the Parent-Teacher Organization by volunteering to help with an activity or simply by supporting the school fundraiser~ whatever size fits!

The Hiram Neuwoehner School staff is as diverse as the student population served. Most teachers hold a Master's Degree or higher. The para educators serving the Neuwoehner School community come from a variety of backgrounds including teaching, nursing, business, and special education. Additionally, Neuwoehner students are supported by a variety of related service providers including registered nurses, occupational therapists, physical therapists, social workers, speech and language pathologists, and a whole host of itinerant service providers in the areas of vision, communication, hearing and mobility. School staff is regularly recognized for their exemplary service. Schoolwide efforts on our T.E.A.M. Tiger program are annually recognized by DESE for implementing PBIS with fidelity.

The Hiram Neuwoehner School community prides itself on the accomplishments of the students it serves. It is through the celebration of each individual student's self-determination in meeting his/her/their personal goals that **our mission . . . to challenge and foster high expectations for student success is achieved!**

Take a moment to review the family-student handbook for more information about Neuwoehner School.

Social/Emotional Growth

Neuwoehner supports the academic and social/emotional growth of students through three interconnected models:

Positive Behavior Interventions and Supports (P.B.I.S) Restorative Practices Character Education

Neuwoehner's P.B.I.S. program is called T.E.A.M. Tiger (Together Everyone Achieves More). T.E.A.M. Tiger focuses on following our school rules and providing additional individualized support for some students. The P.B.I.S. model uses tiers of intervention to support all students. In Tier 1 we work on things that benefit all students, things we call "universals." Our school rules: be safe, be peaceful, be cooperative, be kind are an example of a "universal." Students who require additional support may be identified by their classroom team and other data. Tiers 2 and 3 look at individual student data and programming and identify interventions to help support progress.

Another component of T.E.A.M. Tiger is earning Tiger Tickets for demonstrating the school rules. Students are given tickets by staff members who observe them following the school rules. At the end of each week students are able to spend their tickets at the Tiger Store on small items, snacks, or participation in special events like making a craft or playing a game of basketball.

Restorative Practices help our Neuwoehner community build relationships. Through restorative practices work we work together, learn to understand one another's perspective, and create plans to repair harm we cause to one another. Restorative Practices looks like many different things at Neuwoehner. It may look like a circle in a classroom with students sharing information about themselves and getting to know one another. It also looks like students meeting with one another or with a staff person if they have caused harm (hurting someone's feelings for example) to repair what has happened.

Neuwoehner is proud to be a National and State School of Character. This means that our students, staff, and school community – including families! – have worked together to support the core values of Character Education. The core values of Character Education include treating one another with respect and care. Each month at Neuwoehner one word related to positive character is highlighted for instruction and recognition. Each semester students are recognized for demonstrating positive character at our Character Captured Assembly.



Neuwoehner Rules Matrix

Settings	BE KIND	BE SAFE	BE PEACEFUL	BE COOPERATIVE
All	Include others Use polite words Keep hands to self Help others Be a friend	Hands & feet to self Walk Use materials & equipment properly	Calm voice Walk quietly so others can learn Calm transitions Keep body quiet	Follow directions the first time Take turns Share with others Problem solve Be a team player
Hallway	Keep hands to self	Walk	Quiet voice	Let others go first
Playground	Play with others No put-downs	Play safely Use equipment safely	Solve problems peacefully Remain calm	Share equipment Take turns Come in quickly when called Listen to staff
Bathrooms	Respect Privacy	Wash your hands	Use quiet voice	Keep the bathroom clean
Cafeteria	Eat your own food Be polite to others in line	Stay seated Push in your chair	Practice good table manners Talk quietly at your table	Throw your trash away Clean up your area Listen to staff
Library	Share books and materials	Push chairs in	Use quiet voice	Take care of books and materials Put materials away
Assembly	Keep hands to self	Sit in one spot Face forward	Keep hands & feet to self Enter/exit gym quietly	Listen Applaud appropriately
Buses	Keep hands to self Keep objects to self	Obey bus rules Stay in your seat Face the front	Quiet voice	Listen to the bus driver



SPECIAL SCHOOL DISTRICT of ST. LOUIS COUNTY
Specialized for Success

Special School District of St. Louis County, the largest specialized education provider in the state, equips and empowers students of all learning abilities to excel to their greatest potential. This is realized through an inclusive, collaborative approach, supported by our comprehensive resources and deep expertise - all of which is centered on each student's unique needs.

MISSION

To support and empower students of all learning abilities to excel to their greatest potential

VISION

All students realize their full potential in life and learning

SSD CORE VALUES

Equity • Commitment • Collaboration

Safety/Security

- Sign in your student when dropping off or picking up in the office
- Ensure that your student is in a staff person's custody before leaving
- Exterior doors to the building are locked during the school day, use the bell at the front entrance to request entry with a school secretary
- Monthly safety review and drills are conducted with staff and students. These include fire, tornado, earthquake, and intruder drills.
- If you have questions about Neuwoehner's safety drill procedures, please contact a school administrator.
- All visitors' government issued IDs are scanned through the registered sexual offender databases before a visitor badge is issued.
- Visitors are asked to keep their visitor badge/sticker visible while they are in the building. Please know that to ensure the safety of students, any staff person may ask you your purpose for being in the building and to see your badge.

IEP Information

- Plan on attending your student's Individualized Education Plan (IEP)
- IEP Meetings are held at least once a year
- Important to share ideas and concerns
- Goal progress reports are sent home quarterly

School Hours

- 7:35 a.m. - 2:15 p.m.
- Please do not drop off before 7:30 a.m.; Neuwoehner staff is not responsible for students before 7:30 a.m.
- Students should be picked up by 2:15 or they will be sent home on a bus

Communication

- Staff will ask about preferred method of communication (phone, email)
- Keep staff informed of changes in address or phone number
- Your student's case manager will give you his/her contact information
- Please inform staff of your e-mail address to be informed of updates and notifications of school events
- Contact building administrators for additional support/information
- Main office phone number (314)-989-8700

Change of Address

- Changes of address should be made through the Tyler 360 Student Portal.
- In addition to updating the Portal, please call the Neuwoehner office (314-989-8700) and notify your student's special education case manager.
- Transportation can take up to 10 school days to be re-routed. Should you anticipate a change of address, please call the school office, and notify your student's special education case manager so we can contact our Transportation Department as early as possible.

Social Work Services

- Social work services are provided as outlined by a student's IEP
- Social workers can help coordinate assistance from agencies
- Social workers coordinate meetings to support students and families
- Please notify social workers of changes with providers
- Please notify social workers of extenuating circumstances within home
- Please sign Release of Information forms
- Contact your student's Special education case manager should you need assistance

Food Service

- Breakfast and lunch are available from 7:35-8:30 am and 10:30-12:00pm. If students are not present during these times they are not eligible to purchase meals. Due to Health Department regulations, staff are not permitted to hold meals for late arriving students.
- Payment options:
 - Families can now make meal payments on the Tyler 360 Parent Portal
 - You need two things to make on-line payments:
 1. A current Portal Agreement
 2. A credit or debit card (on-line meal payments require a small fee)
- Checks for food service should be made payable to **Sodexo**.
- Please notify staff if you wish to limit additional food purchases.
- Free/reduced breakfast and lunch program is available for eligible students. Apply on yearly basis; the form is in the start of year packet.
- *Staff is not able to heat up or microwave lunches.*
- Please make sure items bought for classrooms for celebrations or events are "store bought" due to health regulations. Individually wrapped items, such as a Hostess, are preferred.
- Keep the school nurse/classroom teacher informed if your student has any food restrictions, allergies, or special requirements due to religious practices
- **A doctor's order is needed for any change from the regular school menu or restrictions.**

Family and Community Resource Center (FACE)

- Resource center for parents/community members
- Books, videos, newsletters, etc. on disabilities
- Contact at (314) 989-8108 or (314) 989-8438
- Missouri Child Abuse and Neglect Hotline contact 1-800-392-3738
- Missouri Adult Abuse and Neglect Hotline contact 1-800-392-0210

Grades

Student grades are reported each quarter. Students' IEP teams determined if graduation is being reached through earning credit or by meeting IEP goals. Neuwoehner uses the following grading scale:

A 90 -100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F 59% and below

With administrative approval, in some instances a student may be issued an “Incomplete.” Students have one semester to complete work for a course after being issued an “Incomplete.” Incomplete grades are considered an “F” and a student must re-take the course after one semester has passed.

School Dress

- Insignia/slogans on clothing that are offensive/gang related/profane are not permitted
- Clothing advertising or featuring illegal substances, weapons, alcohol, symbols, or behavior not in line with the student code of conduct is not permitted
- Halters, off the shoulder tops, low necklines, bare midriffs, short skirts, underwear tops, muscle shirts, tank tops, transparent/net, and tight garments are not permitted
- Pants that sag below the waist are not permitted
- Clothing, make up, and/or accessories worn that bring undue attention, cause a disruption, or a safety hazard are not permitted
- Students will have to change if inappropriate clothing is worn. This could include into something else they have with them, turning their tshirt inside out, or something from the Neu closet.
- Clothing should be appropriate for weather.
- Please write name on personal items for easy identification.

Student ID

Students will be issued an ID used for purchasing breakfast and lunch

Pets

Only animals associated with approved agencies can visit school

Visitor/Observation Procedures

- Please call at least 48 hours in advance when scheduling an appointment with teachers or administrators
- Sign in at office
- Complete observation/confidentiality form
- Put on a visitor badge
- Limit visit to 1 instructional period
- Limit visits to once a month
- Outside agencies cannot provide services during school; This is considered an absence from instructional time for the student.
- Additional information about visitors can be found in Policy KK.
- Visitors and observers cannot interrupt classroom instruction.

Reporting Absences

- Call the school office at 314-989-8700 by 7:30 a.m. if your student is not going to be attending school. Leave a message if calling before school hours.
- If your student is not at school and we have not heard from you, we will call to verify that your student is at home
- Chronic absenteeism requires us to make a truancy report and hotline to state authorities

Early Student Pickup

- If your student is leaving early, please let the office or your student's home room teacher know
- Note the time your student will be picked up
- You will sign your student out in the office
- Notify the school if a relative or friend will be picking up your student. A written communication is preferred
- Proper identification is required when signing out

Personal Property

- Students should only bring items necessary for completing schoolwork.
- Make sure that your student leaves items of personal value at home. For example, electronics, jewelry, trading cards, etc.
- Students are not to trade, borrow, buy, or sell personal items at school or on the bus.
- Staff is not responsible for the return of lost/stolen items
- Students could be charged with damaging personal property
- Cell phone policy will comply with the classroom teacher's rules. Students may be directed to lock up their cell phones by staff.
- Personal property confiscated due to a code of conduct violation may be turned over to the appropriate authorities. Some items may be picked up by a guardian.

Community-Based Instruction/Special Olympics

- CBI helps students to practice classroom skills in real life settings
- Not all students participate in Community Based Instruction or Special Olympics
- Teachers plan trips related to instructional activities
- Special Olympics activities may include bowling, bocce ball, t-ball, track & field and swimming
- Permission forms are necessary for student participation in CBI and Special Olympics

School Closing (Prior to arrival)

- Inclement weather (high heat index, snowstorms, excessively low temperatures) and unforeseen circumstances may result in the closing of school or early dismissal

- If the school is closed, announcements will be made on the radio and television as well as social media
- SSD information line: (314) 989-8450 will provide school closure information
- The School Messenger automated phone system will be utilized for school closure announcements

Emergency School Closing during the School Day

- Dangerous weather or building conditions may result in the closing of school
- If the school is closed, announcements will be made on the radio and television as well as social media
- Develop a back-up plan for a situation like this
- Keep the school informed of address/phone number/email changes
- The School Messenger automated phone system will be utilized for school closure announcements

Water Bottles, Drinks, and Snacks

Students are welcome to bring an empty water bottle to school. We have bottle fillers that students may access. Water bottles must be of a plastic-like material. Glass and metal water bottles are not permitted. These will be held in the office for a family member to pick up.

For the safety of all students, only sealed drinks or beverages may be brought into school. If a student arrives with an opened container, they will be asked to pour it out/throw it away. If your student is arriving and you've stopped at Starbucks, please make sure to finish this in the car.

Snacks may only be eaten in class at the classroom teacher's discretion. Due to student allergies, some classrooms may only eat in the cafeteria. Students may not share snacks or meals with one another.

Student Behavior and Discipline

School staff will make every effort to communicate with you regarding your student's behavior, particularly in instances that are out the ordinary for your student or which are disruptive to learning. Neuwoehner works to support all students and their success. Individual student behavior plans are followed in addition to expecting students to follow school rules (Be safe. Be peaceful. Be cooperative. Be kind.) Please reach out to your student's special education case manager should you have questions.

While we recognize that each student is work toward person goals related to safety and behavior, there are times when out of school suspension is determined to be utilized. Please familiarize yourself with the SSD Code of Conduct beginning on page 35 of the Neuwoehner Student Handbook.

At Neuwoehner, students using threatening language or gestures will be required to check in daily for a period of 10 days. Check in involves a school social worker, administrator, or designated staff using a metal detecting wand to check a student. They may be asked to turn out their pockets and/or shake loose items of clothing (eg a hood).

Students on check-in may not bring a backpack to school. After a period of 10 days without using threatening language or gestures students are not longer required to have a check in process. (Please note, that some student's Behavior Intervention Plans require a daily check in. This is separate from the Neuwoehner expectation around 10 days of check in and will be enforced on a daily basis.)

Alternative Methods of Instruction (AMI) Plan

Implementation: This plan is designed to be used in exceptional or emergency circumstances which includes inclement weather, utility outages or an outbreak of contagious disease.

Availability: AMI will be available to all students during a closure as listed above.

Attendance: AMI can be used for up to 36 hours during the school year based on the state requirements. Attendance will be tied to successful completion of course assignments taking place during an AMI day.

AMI Daily Plan:

- Families will receive communication from the student's teacher with the instructional plan for AMI days. This will include instructions for accessing synchronous instruction/office hours and access to the Google Classroom for asynchronous learning activities.
- Classroom teachers/case managers will provide a one-hour synchronous instructional session. One asynchronous activity per content area will be provided in the Google Classroom. The Google Classroom should have three activities per content area provided in the case of multi-day closures. Asynchronous activities will be refreshed after each AMI day.
- Special area/elective teachers will provide synchronous instruction not exceeding one hour per day. One asynchronous activity per content area will be provided in the Google Classroom. The Google Classroom should have three activities per content area provided in the case of multi-day closures. Asynchronous activities will be refreshed after each AMI day.
- Related services providers will designate a one-hour period for office hours where students and families can drop in for support and questions. Related services providers include SLPs, OTs, PTs, social workers, school counselors, and ABA associates. Providers will designate asynchronous learning activities for students on their caseloads to be loaded into the Google Classroom.
- Paraprofessionals will participate in synchronous learning with their assigned teacher.

Attendance: Classroom teachers will enter attendance in SIS as they typically do for AMI days based on student participation in either synchronous or asynchronous activities.

Debrief: Immediately following an AMI day, designated staff will collect feedback from the stakeholders (families, students and staff) to determine: what went well? What did not work? What do we need to do differently next time? Plans will be adjusted accordingly. This will be completed by the Executive Director of Schools and Programs.

Community Service

- All students will participate in service learning/community service

PTO/PAC

- Please consider getting involved in the Parent-Teacher-Organization or the Parent Advisory Committee (PAC)
- SSD Parent Advisory Committee meets monthly
- Family-Feedback Meetings (Neuwoehner's PAC) are held quarterly

Family/School Learning Agreement

- Neuwoehner School has developed Family-School Compact
 - This was included in your start of the year mailer

All SSD School premises are smoke free.

Transportation

- SSD provides transportation as a related services for qualified students
- Arranged through the school
- It generally takes 10 working days to set up/make changes to transportation
- Do not contact the garage to make changes in transportation
 - Contact the school to make changes 314-989-8700

You can help ensure that transportation runs smoothly for our children by the following:

- Please have your child ready for pick-up prior to the scheduled pick-up time. Please contact the bus garage if the bus has not arrived and it is more than 15 minutes past the scheduled pick-up time.
 - Transportation contact: Bus numbers starting in the 300s are Central Garage 314-989-7160
 - Transportation contact: Bus numbers starting in the 700s are North Garage 314-989-7750
- Please assist your child on and off the bus when necessary. The transportation provider will not leave the bus to come to the door of the home.
- Students will not be permitted to leave the bus at a point other than the designated stop.
- If your child has medication that needs to be given to the school nurse, *please give the medication to the bus driver* to be delivered to school staff.
- Please ensure that you have made arrangements for someone to receive your child. If there is no one home to meet the bus, the transportation provider will deliver the child to the local police department.
- If your child independently lets him/herself into the house, transportation and Neuwoehner need to know.
- Please notify your child's school as soon as possible if you will be moving. It will take time to change transportation.
- Notify the staff of any unusual circumstances that should be brought to the attention of the driver, i.e. medical attention, behavior issues, medication, etc.
- If there is a disruption, the bus will stop and the police will be contacted.

Please be advised that:

- You should be notified by the transportation department of any changes in pick-up time at least one day prior to the effective date of the change.
- You will be notified of any change in drop-off time of more than 15 minutes.
- Busses operate on a definite schedule.
- Busses, which arrive on schedule, are not required to wait if the child is not at the stop.
- Busses will not return for students who have missed the bus.
- Busses will not leave the stop before the designated time.
- Students must be picked up and dropped off at the same address **every day**; morning and afternoon addresses may be different, but are to be consistent each day.

Please do not take your child to school expecting the transportation provider to drop him or her off at a new address unless you have been notified that transportation arrangements have been completed.

Immunizations

- Students must comply with Missouri immunization laws, which include students not being able to attend school until proper paperwork is received.
- If immunization records are not on file for a student the parent/guardian must provide a copy of the official immunization record to the school prior to the first day of attendance.
- Exemptions from immunization may be allowed for religious or medical reasons.
- The school nurse is available to answer specific questions regarding immunization requirements.

Medication

For students who require medication during the school day please follow these guidelines to keep with SSD policy:

- Parent/guardian completes the “Parental Authorization for Giving Medication” form
- Only medication prescribed by an *authorized prescriber* will be given at school
- Only those medications that **must** be given during school hours will be given at school
- Medications must be brought to school in the correct pharmacy-labeled container with instructions for administering the medication at school

See policy JHCD for administration of medication for students

Please Note: Many medications have been labeled to be given three or four times a day. Special School District’s medication policy states that all medication must be labeled with specific instructions for dispensing the medication during the school day. We will not be able to dispense medication that is not labeled with the specific time it is to be given at school. This procedure may require that your doctor write two (2) prescriptions—one for school/one for home or your pharmacist may divide the medication into separate containers and label them accordingly.

- If you are unable to deliver medicine directly to school, please contact the principal or the nurse
- When your child's *authorized prescriber* orders a change in medication, dosage or frequency of administration, please obtain a new prescription label with the correct information
- If sending medication by bus, a parent/guardian **MUST** hand the medication to the bus driver and the bus driver will deliver the medication to the nurse or administrator

Student Illnesses

Please keep your child home if any of the following symptoms are present:

- Student is unresponsive and/or unable to maintain an awakened state
- Fever of 100.4°F and above (taken orally)
- Temperature that is abnormally low (a rectal temperature less than 95°F)
- Persistent coughing
- Abnormal nasal drainage
- Complaining of sore throat or difficulty swallowing combined with a fever
- Vomiting more than once
- Diarrhea
- Unusually loose or watery stools
- Unidentified or widespread rash
- Suspected communicable disease such as flu, chicken pox, scabies, impetigo, etc.
- Persistent or unusual pain
- Any draining or infected sores
- Red, crusted and/or draining eyes

If you keep your child at home for any reason, please call (314) 989-8700

If your child exhibits any of the above symptoms at school, you will be notified to make arrangements to pick him/her up from school.

Students may not return to school until they are free from all symptoms for a 24-hour period. (Note: If your child is sent home with an illness, we will cancel transportation for the next school day).

Return to School Following Serious Illness or Hospitalization (Student Protocol)

To ensure safety and continuity of care for our students, the following guidelines will be followed in the event your child becomes seriously ill and/or hospitalized

- The nurse will contact the parent/guardian of any seriously ill or hospitalized student who has had an extended period of absence and inform them that she will be mailing home, a Release of Information Concerning Serious Illness or Hospitalization Form
- The nurse will request that the parent complete the top portion and the parent/guardian will then request that the Licensed Care Provider complete that remainder of the form before the student returns to school
- This form must be submitted to the nurse when the child returns to school.

- School will discontinue transportation during the child's absence
- Transportation will be resumed via principal contact when the student is released by the Licensed Care Provider to return to school
 - If the requested health information is not submitted to the nurse, the principal, social worker, and nurse will determine what further steps need to be implemented
 - The District's medical consultant, the Lead Nurse, and the school nurse may assist in determining the appropriate care for the returning student
 - If a change of placement needs to be considered, an IEP team meeting will be held.

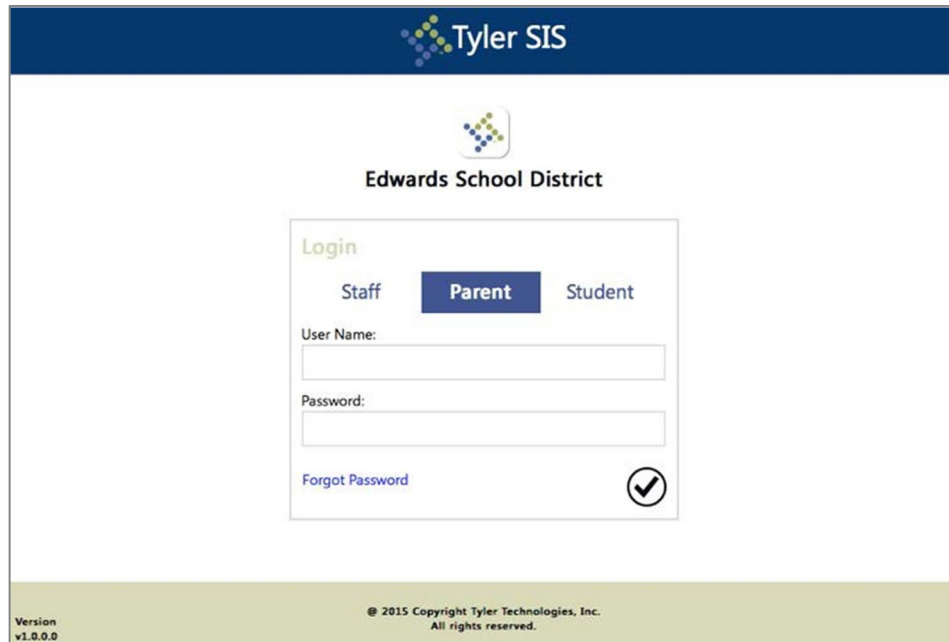
Technology

- Students may be issued technology such as a Chromebook, hotspot, or communication device
- These items belong to the school district and must be returned before leaving for summer break or before a student's last day of attendance
- Notify the school office or your student's special education case manager should something break, become lost, or is stolen
- Use of technology and the school Wi-Fi is subject to school board policy and expectations in the Code of Conduct
- Students may face disciplinary action for mis-used of technology
- A Technology User Agreement must be signed by a guardian for students to access SSD technology
- SSD Policy EHB and its regulations contain additional information District expectations for technology usage and access

SSD Tyler SIS Student 360 Parent Portal

To begin using the Parent Portal, follow these steps:

- 1.) Fill out the Parent Portal registration form and return it to the school.
- 2.) Your password will be emailed to the address you provided on the registration form.
- 3.) Go to the Tyler SIS Student 360 web page <https://sdm.sisk12.com/ssd360/>
- 4.) Click on the Parents tab and then log in. You must be on the Parents tab in order for your login to work.



The screenshot shows the login interface for the Tyler SIS Student 360 Parent Portal. At the top, there is a dark blue header with the 'Tyler SIS' logo. Below this, the 'Edwards School District' logo is centered. The main content area features a 'Login' section with three tabs: 'Staff', 'Parent' (which is highlighted in blue), and 'Student'. Under the 'Parent' tab, there are two input fields: 'User Name:' and 'Password:'. Below these fields is a blue link that says 'Forgot Password' and a circular checkmark icon. At the bottom of the page, there is a footer with the text 'Version v1.0.0.0' on the left and '© 2015 Copyright Tyler Technologies, Inc. All rights reserved.' on the right.

If you have problems or questions about accessing the site, please contact the school where your child is enrolled.

NOTE:

If your email address changes, be sure to contact the school and let them know so your contact info can be updated.

If you forget your password, click the Forgot Password link, enter your email address, and instructions for resetting your password will be emailed to you.

Tyler SIS Student 360 supports the following web browsers, using the latest versions:

- PC with Internet Explorer, Edge, Firefox, or Chrome
- Mac with Safari, Firefox, or Chrome
- iPad with Safari
- Android tablet with Chrome

Once inside Tyler SIS Student 360, you will have access to several different areas of information for each child you have enrolled in the district. Each of these areas is explained below.

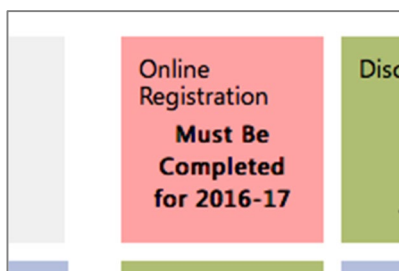
Online Registration

Click "Edit" on the first form to begin the Registration process

Online Registration
Academic Year - 2016-17

Actions	Form	Status	Last Updated
Household of Joe Barker			
Edit	Welcome and Instructions	Incomplete	
Edit	Household Parents (System)	Incomplete	
Edit	Household Addresses (System)	Incomplete	
Edit	Student Information (System)	Incomplete	
Edit	Emergency Contacts (System)	Incomplete	
Edit	Non-resident Parents (System)	Incomplete	
Edit	Acceptable Use of Computers and Networks	Incomplete	
Edit	Acknowledgement of Receipt - Student Handbook	Incomplete	
Edit	FERPA Notification Acknowledgement	Incomplete	
Max Barker			
Edit	Request for Allergy Information	Incomplete	
Edit	Student Media Release Form	Incomplete	
Debbie Barker			
Edit	Athletic Permission Form - All Sports	Incomplete	
Edit	Request for Allergy Information	Incomplete	
Edit	Student Media Release Form	Incomplete	
Jeanne Barker			
Edit	Athletic Permission Form - All Sports	Incomplete	

Online Registration allows you to register your students for school at different times throughout the year. To complete the registration process, fill out each form, mark it completed, and then submit to the school.



To alert you that Online Registration is available, the Student Summary page will display the Online Registration tile in red, and a message will indicate that registration needs to be completed. Click the tile to access the form list (pictured above).

Online Registration
Academic Year - 2016-17

Household Parents = Changed

More First Name *	Middle Name	Last Name *	Relationship *
Joe	R	Barker	Father
Phone - Work (888) 555-1212 Phone - Cell (555) 314-6541 Marital Status Married		Email Address joe@barker.com Email Address - Work ChrisBuentello@WellsFargoCapitalVII.cc Employer Wells Fargo Capital VII	
Renee	A	Barker	Step Mother
Phone - Work Phone - Cell (555) 314-4558 Marital Status Married		Email Address renee@barker.com Email Address - Work HeatherBuentello@TheToroCompany.co Employer The Toro Company	

☐ I have completed this form and understand that checking this box is considered to be my electronic signature of the form, certifying that the information above is true and accurate.

Expand All Collapse All Previous Return to List Next Form 2 of 22 Save Start Over

Edit each form by clicking the Edit link on the first line. As you work, the data that you changed will be highlighted in orange. The Tool Bar contains several buttons to make the registration process easy.

Expand All/Collapse All – if the form contains a grid with expandable rows, these buttons will appear and allow you to expand and collapse all of the rows in the grid.

Previous/Next – these buttons will save your work and cycle through the forms. To the right of Next, the number of the form you are editing and the total number of forms displays (Form 2 of 22, above).

Return to List – this button will save the form you're editing and return to the list of forms.

Save – save your progress on this form

Start Over – this will reset the current form back to its original state, which may be useful if you made a mistake on a form.

At the bottom of each completed form, check the box with red text indicating that you have completed the form. This checkbox serves as your electronic signature verifying that the data on the form is true and accurate.

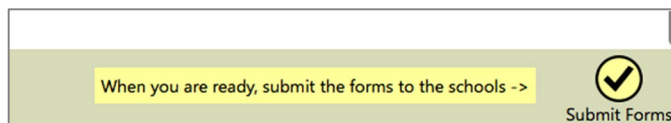
Joe Barker
01/20/16

Form 14 of 22

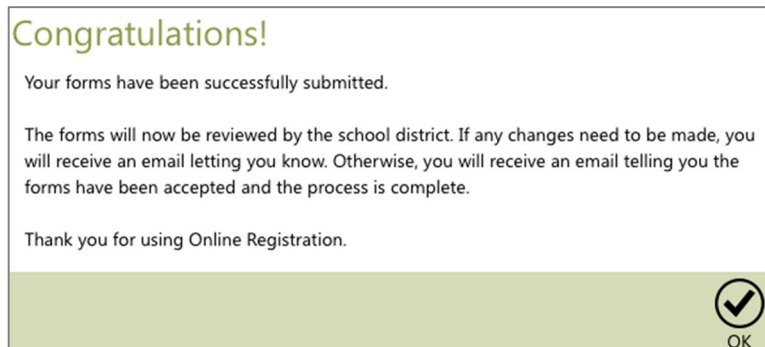
1
✓
↺

Errors Save Start Over

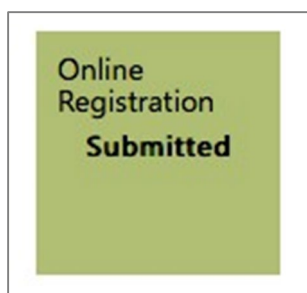
Some forms have required fields, which are indicated by an asterisk next to each one. If you mark a form complete but did not complete a required field, an error will appear in the right-hand side of the Tool Bar. The number inside the circle shows how many incomplete required fields need to be addressed. If you cannot complete the form for some reason, uncheck the electronic signature box and move on. Otherwise, fix the errors and continue.



When all forms are completed, you must submit them. On the form list, the Submit button will appear highlighted on the right-hand side of the Tool Bar. Click this button to send your forms to the school.



Upon submitting your registration, you'll receive a confirmation on the screen, and the Online Registration tile on the Student Summary page will turn green.



Once your registration has been processed, the Submitted text will change to Accepted. If for some reason your Online Registration forms require revision, the school will contact you and the button will turn red again. Simply correct the errors and re-submit your Online Registration.

Navigating

Tyler SIS Student 360 is designed to be touch-friendly for tablets and computers with touch screens, but it also works well with keyboard-and-mouse input. Throughout this document, wherever the word "click" is used, tablet and touch-enabled computer users can tap instead.



The Navigation Bar sits at the top of the screen and allows you to navigate quickly.

- **Back** – go back a page
- **Home** – return to the Student Summary screen

- **Menu** – this menu shows all of the areas to which you have access so you can quickly navigate between areas without returning to the Student Summary
- **Student** – switch between your students enrolled in the district
- **Year** – choose the Academic Year for which data displays
- **User Preferences (displays as your name)** – access Notification Preferences, change your password, and log out from this menu
- **Language** – change between available languages
- **Help** – access a general navigation guide for Tyler SIS Student 360



At the bottom of each screen is the Tool Bar, which changes based on which data area is being viewed. The rest of the screen displays student data.

Data Grid Screens

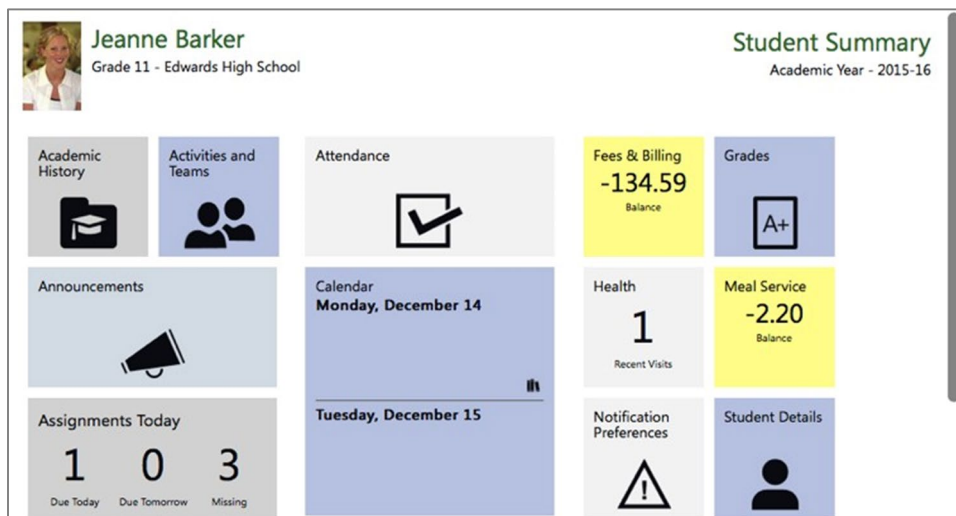
More ▲Meets	Term	Course	Teacher	Room
– P1	Year	BIOLOGY	Sligh E	301
Subject-Section H4020-07 Assignments Attendance Email Teacher Grades				
+ P2	Year	ENGLISH III	Sandiford J	105
+ P3	Year	GEOMETRY	Griffing C	214
+ P4 Lunch	Sem1	CHILD DEVELOPMENT, CARE & GUIDANCE	Mcintyre T	112
+ P5	Year	ACADEMIC CAREER LAB	Shoemaker P	209
+ P6	Year	AMERICAN HIST	Holiman M	313
+ P7	Sem1	PERSONAL FINANCE	Otter D	CC03
+ P8	Year	SEMINAR 11	Scheffer R	309

Throughout Tyler SIS Student 360, student data is arranged into Data Grids, with one row per record (for example, one row per course on the Course Schedule screen) and multiple columns. When viewing a Data Grid, you can sort the data by clicking on a column heading.

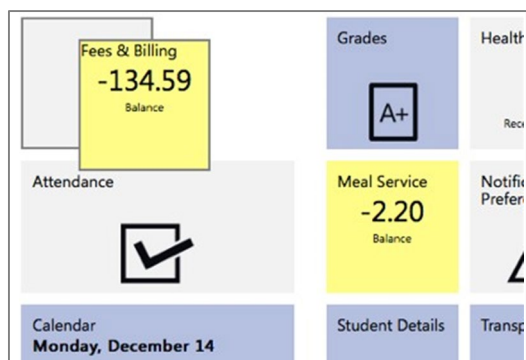
The first column on many Data Grid screens is labeled “More” with a + (plus sign) icon for each row. The + icon indicates more data is available. Clicking a + icon will expand the row, and the icon will change to a – (minus sign). Click the – icon to collapse that row and hide the extra details.

Screens that have More columns also have Expand All and Collapse All buttons on the Tool Bar. Clicking those buttons will expand and collapse all of the rows on the screen.

Student Summary



Upon logging in, the Student Summary screen is displayed. The student's picture and name appear in the upper-left of the window, and the Academic Year shows on the right. Each of the tiles on this screen link to data for the selected student in the selected Academic Year.




You can rearrange the tiles on this page so that the tiles you feel are most important for a student appear first. To move a tile, click and drag the tile where you want it to be. When you drag a tile to a location, a gray outline will appear, and letting go of the tile will snap it into that place.

Some tiles on the Student Summary screen show a quick summary of that area. For example, the Assignments tile shows the number of assignments due today and tomorrow as well as indicates how many assignments the student is missing. Additionally, some tiles turn yellow to alert you that something needs your attention. In the screenshots above, Fees & Billing and Meal Service are yellow to indicate the student has a negative balance in those areas.

Tiles come in three sizes: Normal, Wide, and Large. Two Normal tiles or a single Wide or Large tile fit into a column. The tiles flow from top to bottom, then from left to right into each column. Tyler SIS Student 360 will remember how you arrange each column for each student. Switching Academic Years may change which icons are available, and this may result in previously-arranged icons being moved.

Academic History



Jeanne Barker

Grade 11 - Edwards High School

Unweighted GPA:

2.1129



Class Rank:

128 out of 161

Academic History

Academic Year - 2015-16

More	Academic Year	School	Grade Level	Course	Attempted Credits	Earned Credits	S1	S2
-	1314	Transferred-In	09	GOVERNMENTAL STUDIES	0.5	0.5	D-	D-
<div> <div>Subject-Section: H2001</div> <div>Teacher:</div> <div>Include In GPA: Yes</div> <div>Transferred From: Jefferson Jr. High</div> </div>								
+	1314	Transferred-In	09	HEALTH	0.5	0.5		C+
+	1314	Transferred-In	09	ACAD/CAREER LAB	0.5	0.5	A-	A
+	1314	Transferred-In	09	INTEGRATED MATH 1	0.5	0.5	B+	B+
+	1314	Transferred-In	09	BASIC READING	0.5	0.5	B+	F
+	1314	Transferred-In	09	ENGLISH 9E	0.5	0.5	B+	B
+	1314	Transferred-In	09	PE 9	0.5	0.5	C-	

Expand All

Collapse All

The Academic History screen displays all of the student's past high school grades. All of the columns on this screen are sortable. Click a column heading and the grid will sort the records by that selection. Each row shows information about a course.

Academic Year – the year the student took the course

School – displays Transferred-In for courses taken at another school, or Enrolled for courses taken at the enrolled school.

Grade Level – what grade level the student was enrolled in when they took the course

Attempted Credits – how many credits the course was worth for each semester

Earned Credits – how many credits the student earned

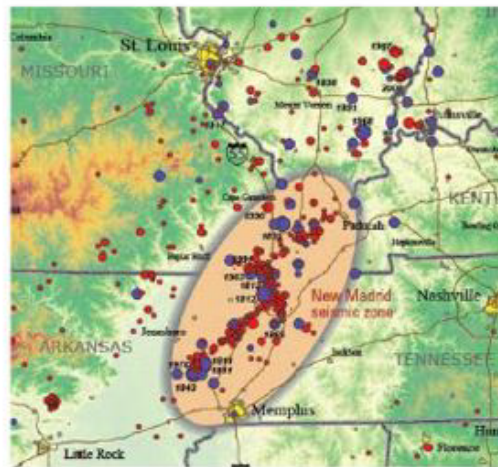
Grade columns (displayed as S1 and S2 in the screenshot above) – the semester for each grade and the grade earned

The + icon in the More column can display extra information about the course, including the course number and teacher, whether the course counts in the GPA, and, if applicable, the source school for transferred-in grades.

Earthquakes in Missouri

The highest earthquake risk in the United States outside the West Coast is in the **New Madrid Seismic Zone**, centered in southeast Missouri's Bootheel. Damaging earthquakes are not as frequent as in California, but when they do occur, the destruction covers more than 20 times the area due to the nature of geologic materials in the region. A major earthquake could mean catastrophic damage in the St. Louis and southeast regions of the state, and significant damage throughout Missouri.

The New Madrid Seismic Zone averages more than 200 earthquakes per year. Most can't be felt, but a few can cause measurable damage.



Experts say there's a **25 to 40 percent chance for a major earthquake** in a fifty year period. The result could be major damage from St. Louis to Memphis. The last major earthquake in the New Madrid Seismic Zone was centered in southeast Missouri, near the town of Charleston, in 1895, so we're overdue for a major earthquake.

The Great New Madrid Earthquakes of 1811-12 were the largest in U.S. history west of the Rocky Mountains. The massive quakes destroyed homes, created lakes and briefly caused the Mississippi River to run backward. Shaking was felt as far away as the east coast!

Prepared in accordance with Missouri Revised Statutes, Chapter 160, Section 160.455

Missouri State Emergency Management Agency
PO Box 116, Jefferson City, Missouri 65102
Phone: 573/526-9100 Fax: 573/634-7966
E-mail: mosema@sema.dps.mo.gov



Save This Page!

To help your family survive an earthquake, know what to do BEFORE, DURING, and AFTER a major quake strikes.

BEFORE:

- ✓ Put together an emergency kit – flashlight, first aid kit, radio, drinking water, blankets
- ✓ Develop a family communication plan – identify a relative living at least 100 miles away; everyone can call to “check in” to tell family you’re safe
- ✓ Make sure all heavy or breakable items are on lower shelves
- ✓ Know how to turn off utilities

DURING:



- ✓ DROP to the ground.
- ✓ COVER your head with your hands and arms. Crawl under a sturdy table or desk if there’s one nearby.
- ✓ HOLD ON until the shaking stops.
- ✓ If you’re driving, pull off the road, away from buildings and utility poles, and stay in your car.
- ✓ If you’re outside, drop to the ground, away from large objects, and cover your face and head with your arms.

AFTER:

- ✓ Find your family; check for injuries
- ✓ If necessary, call 911 for help
- ✓ If you smell gas or hear a hissing sound, go outside – shut off gas valve
- ✓ Be careful to avoid live power lines and broken glass
- ✓ Listen to news for latest emergency information
- ✓ Be ready for aftershocks!

Missouri State Emergency Management Agency
PO Box 116, Jefferson City, Missouri 65102
Phone: 573/526-9100 Fax: 573/634-7966
E-mail: mosema@sema.dps.mo.gov



Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES

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

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

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

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

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

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

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

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

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

9. How will appeals to the Department be investigated?

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

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

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

Policy: KL
PUBLIC CONCERNS AND COMPLAINTS

Parents, guardians, students, community members, and other stakeholders have the right to petition the Board to address concerns or complaints about District operations. Complaints or concerns directed to an individual Board member will be passed on to the Superintendent and the President of the Board and shared with the Board as a whole. However, the Board will not investigate an issue unless the individual has first discussed concerns with the appropriate District staff according to the chain of communication described in the attached regulation. The Board expects that all District employees will cooperate in investigations of concerns or complaints.

In addition, staff members have the right to voice concerns about District operations. Any staff member wishing to do so should consult the accompanying Regulation KL-R and SSD Board Policies GBB and GBM-R.

The Board strictly prohibits discrimination or retaliation against any person for bringing a concern to the attention of the District or participating in the complaint process. This prohibition extends to relatives and others associated with the person who brought the concern or complaint.

Complaints or concerns about Federal Programs administered by the Missouri Department of Elementary and Secondary Education, about discrimination or harassment, about student discipline, about unfair decisions or acts, or about instructional media or materials are addressed under their corresponding policy.

The Superintendent or designee is authorized to contact Legal Counsel for assistance in determining whether a violation of law has occurred. The Superintendent or designee is authorized to immediately make changes to bring the District into compliance with the law if the investigation determines that the law has been violated. If the concern or complaint is about the Superintendent, the Board may retain an outside party to investigate the concern or complaint.

The District will notify all parents/guardians of the process for filing a complaint with the District.

The District will maintain a copy of the complaint and documentation of any written resolution, when applicable, in accordance with law.

Records will be released upon request when required by law.

Adopted: June 23, 1971

Revised: October 9, 2018

April 25, 2017

July 19, 2011

July 15, 2008

September 24, 2002

March 13, 2001

April 9, 1996

Cross Refs.: AC, - Prohibition against Discrimination, Harassment and Retaliation

BDDH, Public Participation at Board Meetings

GBM, Staff Complaints and Grievances

IGBC, Parent and Family Engagement in Instructional and Other Programs

IGBCA, Programs for Homeless Students

IGDBA, Distribution of Noncurricular/Unofficial Student Publications

JFH, Student Complaints and Grievances KLA – Complaints About Federal Programs

Legal Refs.: The Elementary and Secondary Education Act, 20 U.S.C. §§ 6301 – 7941

<http://uscode.house.gov/>

Policy: KL-R
PUBLIC CONCERNS AND COMPLAINTS

Concerns and complaints about the following topics are addressed in their own policies:

1. Discrimination, Harassment, and Retaliation - Policy AC
2. Staff Complaints and Grievances - Policy GBM
3. Student Suspension and Expulsion-Policy JGD
4. Student Complaints and Grievances - Policy JFH
5. District Instructional Media/Library Materials - Policy KLB

Parents/guardians, community members, or other stakeholders Having concerns or complaints about topics not included in the above list are to use the following process:

1. Concerns or complaints should first be addressed to the teacher or employee directly involved.
2. Concerns or complaints may initially be voiced via telephone, in writing, or by email. However, concerns or complaints voiced beyond the teacher or employee directly involved must be in writing. The individual voicing the concern or complaint should provide contact information for a response from the District.
3. A copy of the written concern or complaint should be provided to the Superintendent. If the concern or complaint is about the Superintendent, a copy will be provided to the Board.
4. The District employee investigating the concern or complaint may require information in addition to that initially provided. In order to ensure a thorough investigation, the individual voicing the concern or complaint should provide the information requested.
5. Unsettled matters from above or concerns or complaints regarding an individual school should be presented in writing to the principal, area coordinator, or other supervisor
6. The District employee investigating the concern or complaint will investigate and provide a written response to the complainant within five business days of receiving the complaint unless additional time is necessary to investigate or extenuating circumstances exist. If additional time is necessary, the District employee will inform in writing the individual raising the complaint of the additional time necessary and the reason.
7. Unsettled matters from above should be presented to the next level of supervisor in writing. The Director will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.
8. Unsettled matters from above or concerns or complaints regarding the School District in general should be presented to the Superintendent or designee in writing. The Superintendent or designee will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist. If additional time is necessary, the Superintendent will inform in writing the individual raising the complaint of the additional time necessary and the reason.
9. If the matter is not settled satisfactorily by the Superintendent or designee, the member of the public may request that the issue be put on the Board agenda according to requirements of Board Policies BDDDB and BDDH. Written comments submitted to the Superintendent or the Secretary of the Board that are directed to the Board will be provided to the entire Board.
10. The Board will consult with the appropriate District staff and may require a parent/guardian, patron or student to meet with or discuss an issue with District staff prior to making a decision in the matter.
11. The Superintendent or designee is authorized to immediately make changes to bring the District into compliance with federal law if the investigation determines that the law has been violated.
12. The District will maintain a copy of the complaint and documentation of any written resolution, when applicable, in accordance with law.
13. Records will be released upon request when required by law. In situations where a violation of law has been alleged or determined or documents include legal advice or work product, the Superintendent or designee will have the District's legal Counsel review the documents before they are released.

Date Issued by Superintendent: November 16, 2011

Date Revised by Superintendent: October 23, 2018

Educating Missouri's Homeless Children

The McKinney-Vento Act, part of the Every Student Succeeds Act of 2015, guarantees homeless children and youth an education equal to what they would receive if not homeless.

Who is Homeless?

According to the McKinney-Vento Act, homeless children and youth include individuals who lack a fixed, regular, and adequate nighttime residence. This includes the following situations:

- C. Sharing the housing of others (known as doubling-up) due to loss of housing or economic hardship
- D. Living in motels, hotels, trailer parks, or camping grounds
- E. Living in emergency or transitional shelters
- F. Abandoned in hospitals
- G. Living in a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
- H. Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

The McKinney-Vento Act also recognizes unaccompanied youth who are homeless. According to the act, an unaccompanied youth is a youth not in the physical custody of a parent or legal guardian.

Which School Can a Homeless Child Attend?

There are two choices for a student in a homeless situation – the school of origin and the school of residency. The school of origin is the school the child attended when permanently housed or the school in which the child was last enrolled. The school of residency is the school serving the area where the child or youth is currently physically dwelling. When determining the school of best interest, a homeless child or youth should remain in the school of origin (to the extent feasible) unless doing so is contrary to the wishes of the parent or guardian or to the wishes of the unaccompanied youth.

Enrollment

The McKinney-Vento Act requires the immediate enrollment of homeless children and youth. These children must be allowed to attend school even if they are unable to produce previous academic records, immunization and medical records, proofs of residency, birth certificates or other documentation that is usually required.

Transportation

School districts must provide transportation for homeless children and youth to the school of best interest. Districts must also provide transportation during the resolution of any pending disputes. While disputes over enrollment, school placement or transportation arrangements are being resolved, students must be transported to the school of choice of the parent or the unaccompanied youth.

The Homeless Coordinator

A school district's homeless coordinator plays a vital role in ensuring that children and youth experiencing homelessness enroll and succeed in school. The McKinney-Vento Act requires that every school district appoint a homeless coordinator who serves as the link between homeless families and school staff, district personnel, shelter workers and social-service providers. ***Special School District's homeless coordinator is Kathy Mueller who can be reached at 314-989-8542 or 314-239-1586 (cell-after 3:30 p.m.).***

Call Missouri's Homeless Coordinator at (573) 522-8763

Missouri Department of Elementary and Secondary Education - Federal Grants
Management - PO Box 480 Jefferson City, MO 65102-0480

Missouri Child Abuse and Neglect Hotline Numbers

Toll-free Phone Line

1-800-392-3738

Hearing and Speech Impaired

1-800-735-2466 Voice

1-800-735-2966 Text

MO HealthNet for Kids

Through the MO HealthNet for Kids program, children receive full, comprehensive coverage including primary, acute, and preventative care, hospital care, dental and vision care as well as prescription coverage.

Website: <https://dss.mo.gov/mhk/>

Toll-free phone number: 255-373-4636

Visit your local **Family Support Division** office

Trauma-Informed Schools Initiative

Learn more about Missouri's Trauma-Informed Schools Initiative at:

<https://dese.mo.gov/traumainformed>

Policy: JG

STUDENT DISCIPLINE

It is essential that the District maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist District staff in maintaining an appropriate classroom environment, the Board has created a discipline code that addresses consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

Regulation JG-R is the District's Code of Conduct. This policy and Code of Conduct apply to students enrolled in District schools and programs. Students receiving services from SSD and attending Partner District Schools follow the Code of Conduct of that Partner District. A copy of the District's comprehensive written code of conduct will be distributed to every student and the parents/guardians of every student at the beginning of each school year and will be available in the Superintendent's office during normal business hours and on the District's website.

Application

These policies, regulations and procedures will apply to all students enrolled in and attending District instructional and support programs, as well as attending school sponsored activities.

Off-campus misconduct that adversely affects the educational climate will also be subject to these policies, regulations and procedures. Students who have been charged, convicted, or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

The Board authorizes the immediate removal of a student upon a finding by a principal or Superintendent that the student poses an immediate threat of harm to self or others. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined alone unattended in an enclosed space from which the student is physically prevented from leaving except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

Enforcement

Building principals are responsible for the development of additional rules and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such rules and procedures shall be consistent with Board-adopted discipline policies and regulations.

District teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal.

The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All District staff are required to enforce District policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student, the individual circumstances involved, and the student's IEP or Section 504 Plan if applicable.

Any time a referral that warrants formal disciplinary action is submitted, a reasonable effort will be made by the principal or designee to either contact the parent or guardian by written notice, through the mail, or by direct telephone contact. All employees of the District shall annually receive instruction related to the specific contents of the District's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties, including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities, and instruction in the necessity for and requirements of confidentiality.

Adopted: February 10, 1986

Revised: June 27, 2017

August 13, 2013

July 15, 2008

June 17, 2003

April 24, 2001

July 23, 1998
September 13, 1988

Cross Refs: AC, Prohibition Against Discrimination, Harassment and Retaliation AH, Use of Tobacco Products and Imitation Tobacco Products ECD, Traffic and Parking Controls EGAAA, Reproduction of copyrighted Materials GBH, Staff/Student Relations IKFB, Graduation Exercises ILA, Test Integrity and Security JGGA, Behavior Intervention Strategies Legal Refs: §§160.261- .263, 167.161, .171, 171.011, RSMo Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101 – 7165

Beussink v. Woodland R-IV Sch. Dist. 30 F.Supp.2d 1175 (E.D.Mo. 1998) <http://revisor.mo.gov/main/Home.aspx>
<http://statecodesfiles.justia.com/us/2012/title-20/chapter-70/subchapteriv/part-a/section-7101/section-7101.pdf>
Special School District of St. Louis County, Missouri

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; 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, or 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 District property, including playgrounds, parking lots and District transportation, or at a District activity, whether on or off District property. The District may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law. Any suspension with a recommendation of more than 10 days of suspension will require that a Discipline Hearing be held.

Students with disabilities will be disciplined pursuant to applicable law in accordance with this regulation and Policy JG, as applicable, and in accordance with Policy JGE. Out of School Suspensions, Students with Disabilities.

Reporting to Law Enforcement

It is District policy to report all crimes occurring on District property to law enforcement, including, but not limited to, the crimes the District is required to report in accordance with law. Policy JCF includes a list of crimes the District is required to report.

The principal or designee shall, as soon as possible, 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 or designee shall notify the appropriate division of the Family Court upon suspension for more than ten (10) days or expulsion of any student of whom 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.

Conditions of Suspension, Expulsion, and other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any District activity or being on or near District property or the location of any District activity for any reason unless permission is granted by the Superintendent or designee. When appropriate, the District may prohibit students from participating in activities or restrict a student's access to SSD or partner district property as a disciplinary consequence, even

if a student is not suspended or expelled from school. Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

In accordance with law, 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 District property or any activity of the District, regardless of whether the activity takes place on District property, unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian, or custodian, and the Superintendent or designee has authorized the student to be on District property.
2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the District.
3. The student resides within 1,000 feet of a public school in the District and is on the property of his or her the student's residence.

Students who violate the prohibitions in this section may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

Pursuant to law, no student will be confined in an unattended, locked space, except in an emergency situation, while awaiting the arrival of law enforcement personnel.

Impact on Grades

As with any absence, absences due to an out-of-school suspension may result in the student earning a lower grade in accordance with the District's policy on absences. Unless otherwise specified by law or District policy, a student will be allowed to make up work missed due to suspension (see regulation JED-R).

Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violation. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. All consequences must be within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement officials and document violations in the student's discipline file pursuant to law and Board policy.

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; use of all unauthorized electronic devices; and other misconduct related to academics.

First Offense	No credit for the work, detention, in-school suspension, grade reduction, community service, or replacement assignment.
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Subsequent Offense	No credit for the work, detention, in-school suspension, grade reduction, community service, course failure, or removal from extracurricular activities.
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Arson

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

First Offense	Principal/student conference, community service, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution, if appropriate. Police notification.
Subsequent Offense	1-180 days out-of-school suspension or expulsion. Restitution, if appropriate. Police notification.

Assault

- Using physical force, including but not limited to hitting, striking, or pushing to cause or attempt to cause physical injury, placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative, or any other act that constitutes criminal assault in the third or fourth degree.

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

- Knowingly causing or attempting to cause serious physical injury or death to another person, recklessly causing serious physical injury to another person, or any other act that constitutes assault in the first or second degree.

First Offense	Police notification, 1-180 days out-of-school suspension or expulsion.
Subsequent Offense	Police notification, expulsion.

Automobile/Vehicle Misuse

Uncourteous or unsafe driving on or around District property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on District property.

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

Bullying and Cyberbullying (See Board Policy JFCF)

Bullying:

- Intimidation, unwanted aggressive behavior, or harassment.
- That is repetitive or is substantially likely to be repeated and causes a student to fear for their physical or personal safety or property.

3. That substantially interferes with the educational performance, opportunities, or benefits of any student without exception.
4. That substantially disrupts the orderly operation of the school and is characterized by a real or perceived imbalance of physical or social power between the perpetrator and the target.

Bullying may consist of:

1. Physical actions, including violence, theft, property damage, or gestures.
2. Oral, electronic, or written communication, including name-calling, put-downs, extortion, or threats.
3. Any threat of reprisal or retaliation for reporting of such acts.

Cyberbullying

1. Bullying through the transmission of a communication including, but not limited to:
 - a. A message, text, sound, or image by means of an electronic device including, but not limited to:
 - a telephone, wireless telephone, or other wireless communication device, computer, or pager.

Cyber Threats

Online materials that threaten or raise concerns about violence against others, suicide or self-harm.

First Offense	Principal/student conference, community service, peer-mediation, detention, in-school suspension, or 1-180 days out-of-school suspension, police notification.
Subsequent Offense	Principal/student conference, community service, detention, in-school suspension, or 1-180 days out of school suspension, expulsion and police notification.

Bus or Transportation Misconduct (See Board Policy JFCC)

Discipline for any offense committed by a student on transportation provided by or through the District shall be addressed 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, community service, detention, or in-school suspension.
Subsequent Offense	Nullification of forged document. Principal/student conference, community service, detention, in-school suspension, or 1-180 days out-of-school suspension.

Disrespectful or Disruptive Conduct or Speech (see Board Policy AC if illegal harassment or discrimination is involved)

Verbal, written, pictorial or symbolic language, clothing 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, community service, detention, in-school suspension, or 1-10 days out-of-school suspension, police notification.
Subsequent Offense	Principal/student conference, community service, detention, in-school suspension, or 1-180 days out-of-school suspension, police notification.

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	Police notification, in-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense	Police notification, 1-180 days out-of-school suspension or expulsion.

2. Possession of drug paraphernalia, or possession of or attendance while under the influence of, or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalant, counterfeit drug, or imitation controlled substances, 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	Police notification, in-school suspension, 1-180 days out-of-school suspension.
Subsequent Offense	Police notification, 1-180 days out-of-school suspension, or expulsion.

3. Sale, purchase, or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalant, counterfeit drug, 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	Police notification, 1-180 days out-of-school suspension or expulsion.
Subsequent Offense	Police notification, 1-180 days out-of-school suspension or expulsion.

Note: Discipline for the above violations may be modified based upon the student completing a drug/alcohol treatment program. Administration will consider this on a case-by-case basis.

Extortion

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

First Offense	Principal/student conference, peer-mediation, detention, in-school suspension, community service, or 1-10 days out-of-school suspension.
Subsequent Offense	In-school suspension, detention, community service, 1-180 days out-of-school suspension or expulsion.

Failure to Care for or Return District Property

Loss of, failure to return, or damage to District property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment.

First Offense	Restitution, report card or transcripts may be held until dispute is settled, community service, principal/student conference, detention, or in-school suspension, police notification.
Subsequent Offense	Restitution, report card or transcripts may be held until dispute is settled, community service, detention or in-school suspension, police notification.

Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences

Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any District-sponsored activity or being on or near District property or the location where a District activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

As required by law, when the District considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of SSD or partner district property during a suspension, consideration will be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the District's disciplinary policy.

First Offense	Verbal warning, detention, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing, if expelled.
Subsequent Offense	In-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing, if expelled.

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 District property.

First Offense	Restitution. Principal/student conference, detention, in-school suspension, community service, 1-180 days out-of-school suspension, expulsion, police notification.
Subsequent Offense	Restitution. Principal/student conference, community service, detention, in-school suspension, 1-180 days out-of-school suspension, expulsion, police notification.

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, peer mediation, community service, in-school suspension, or 1-180 days out-of-school suspension, police notification.
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Subsequent Offense	Principal/student conference, peer mediation, community service, in-school suspension, 1-180 days out-of-school suspension, expulsion, police notification.
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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, community service, detention, or in-school suspension.
Subsequent Offense	Principal/Student conference, loss of privileges, community service, detention, in-school suspension, or 1-10 days out-of-school suspension

Harassment, including Sexual Harassment (see Board Policy AC and note that additional provisions of the code of conduct may apply to the student's behavior)

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, sexual orientation, national origin, ancestry, disability or any other characteristic protected by law.

First Offense	Principal/student conference, community service, detention, peer-mediation, in-school suspension, 1-180 days out-of-school suspension, expulsion, police notification.
Subsequent Offense	Principal/student conference, community service, detention, in-school suspension, peer-mediation, 1-180 days out-of-school suspension, expulsion, police notification.

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, sexual orientation, national origin, ancestry, disability, or any other characteristic protected by law.

First Offense	In-school suspension, peer-mediation, 1-180 days out-of-school suspension, expulsion, police notification.
Subsequent Offense	Principal/Student conference, community service, detention, in-school suspension, peer-mediation, 1-180 days out-of-school suspension, expulsion, police notification.

3. Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy AC.

Any Offense	10-180 days out-of-school suspension, expulsion.
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Hazing (see Board Policy JFCG)

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

First Offense	Principal/student conference, in-school suspension, removal from activity, community service, peer-mediation, or 1-180 days out-of-school suspension or expulsion.
Subsequent Offense	Removal from activity, 1-180 days out-of-school suspension, or expulsion.

Incendiary Devices or Fireworks

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, possessing, or using fireworks.

First Offense	Confiscation. Warning, principal/student conference, detention or in-school suspension, community service, police notification, or 1-10 days out of school suspension.
Subsequent Offense	Confiscation. Principal/student conference, community service, police notification, detention, in-school suspension, or 1-10 days out-of-school suspension.

Insubordination

Student's willful failure to follow directions of school District personnel, school expectations, and/or classroom or building rules.

First Offense	Principal/student conference, community service, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense	Principal/student conference, community service, detention, in-school suspension, or 1-180 days out-of-school suspension, or expulsion.

Leaving Class/Campus Without Permission - Elopement (Out of Assigned Area)

Student's not in assigned area, leaving classroom, or leaving campus without following District or classroom procedures.

First Offense	Principal/student conference, detention, community service, in-school suspension, 1-10 days out of school suspension.
Subsequent Offense	Principal/student conference, detention, community service, in-school suspension, 1-10 days out of school suspension.

Nuisance Items

Possession or use of items such as toys, games, and electronic devices that are not authorized for educational purposes.

First Offense	Confiscation. Community service, principal/student conference, detention, or in-school suspension.
Subsequent Offense	Confiscation. Community service, principal/student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Public Display of Affection

Consensual physical contact that is inappropriate for the school setting including, but not

limited to, kissing and groping.

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

Safety and Security Cameras/Equipment

Student may not tamper with school cameras and/or security equipment during the school day or after school activities.

First Offense	Restitution. Principal/student conference, detention, community services, in-school suspension, 1-180 days out-of-school suspension, expulsion, or police notification.
Subsequent Offense	Restitution. Principal/student conference, community service, detention, in-school suspension, 1-180 days out-of-school suspension, expulsion, or police notification.

Safety Violation

Failure to comply with classroom, shop, lab, or building safety rules. This is inclusive of horseplay (engaging in unauthorized activities, which may cause harm or personal injury to self or others without malicious intent).

First Offense	Principal/student conference, community service, peer mediation, detention, in-school suspension, 1-180 days out-of-school suspension.
Subsequent Offense	Principal/student conference, community service, peer-mediation, detention, in-school suspension, 1-180 days out-of-school suspension.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material (see Board Policy AC)

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, loss of electronic privileges, Principal/Student conference, detention, community service, or in-school suspension, or 1-180 days out-of-school suspension, police notification.
Subsequent Offense	Confiscation, loss of electronic privileges, Principal/Student conference, community service, detention, in-school suspension, 1-180 days out-of-school suspension, expulsion, police notification.

Sexual Activity

Consensual acts of sex or consensual simulation of sex acts 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, police notification.
Subsequent Offense	Principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, expulsion, police notification

Technology Misconduct (see Board Policy EHB and KKB and EHB-R)

1. Attempting, regardless of success, to gain unauthorized access to a technology system or information; using District technology to connect to other systems in evasion of the physical limitations of the remote system; copying of District files without authorization; interfering with the ability of others to utilize District technology; using technology to secure a higher level of privilege without authorization; introducing computer viruses, hacking tools, or other disruptive/destructive programs; or using District technology to evade or disable a filtering/blocking device.

First Offense	Restitution. Principal/student conference, loss of user privileges, community service, detention, in-school suspension, police notification, or 1-180 days out- of-school suspension.
Subsequent Offense	Restitution. Loss of user privileges, community service, 1-180 days out-of- school suspension, police notification, or expulsion.

2. Using, displaying, or turning on pagers, cell phones, personal laptops, or any other personal electronic devices during the regular school day, including class change time, mealtimes, or instructional class time, unless the use is part of the instructional program, required by a District-sponsored class or activity, or otherwise permitted by the building principal (see Academic Dishonesty).

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

3. Violations, other than those listed in 1 or 2 above, of Board Policy EHB, Regulation EHB-R, or any policy or procedure regulating student use of personal electronic devices.

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

Theft

Attempted theft or knowing possession of stolen property.

First Offense	Return of or restitution for property, community service, principal/student conference, detention, in-school suspension, or 1-180 days out-of-school suspension, police notification.
Subsequent Offense	Return of or restitution for property, community service, principal/student conference, detention, in-school suspension, or 1-

	180 days out-of-school suspension, police notification.
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Threats or Verbal Assault

Verbal, written, pictorial, or symbolic language or gestures that create a reasonable fear of physical injury or property damage (see Cyberbullying).

First Offense	Principal/student conference, peer-mediation, community service, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion, police notification.
Subsequent Offense	Principal/student conference, peer-mediation, community service, in-school suspension, 1-180 days out-of-school suspension, or expulsion, police notification.

Tobacco Possession or Use

1. Possession of any tobacco products, electronic cigarettes (vaping products), other nicotine delivery products, imitation tobacco products, as defined in Policy AH, or lighters on District property, District transportation, or at any District activity. Nicotine patches or other medications used in a tobacco cessation program may be possessed in accordance with District Policy JHCD.

First Offense	Confiscation of prohibited product, or item. Principal/student conference, community service, detention, or in-school suspension.
Subsequent Offense	Confiscation of prohibited product, or item. Detention, in-school suspension, community service, or 1-10 days out-of-school suspension.

2. Use of any tobacco products, electronic cigarettes, (vaping products), imitation tobacco products or other nicotine-delivery products or lighters, as defined in Policy AH, on District property, District transportation, or at any District activity. Nicotine patches or other medications used in tobacco cessation program may be used only in accordance with District policy JHCD.

First Offense	Confiscation of prohibited product, or item. Principal/student conference, community service, detention, in-school suspension, or 1-3 days out-of-school suspension.
Subsequent Offense	Confiscation of prohibited product or item, in-school suspension, community service, or 1-10 days out-of-school suspension.

Truancy or Tardiness (see Board Policy JED and JED-R)

Absence from school without the knowledge and consent of parents/guardians and/or the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the District.

First Offense	Principal/student conference, detention, community service, or 1-3 days in-school suspension, police notification.
Subsequent Offense	Principal/student conference, community service, detention, or 3-10 days in-school suspension and removal from extracurricular activities. Police notification or referral to Children's Division and/or

	Family Court.
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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, community service, detention, in-school suspension, or 1-180 days out-of-school suspension, police notification.
Subsequent Offense	1-180 days out-of-school suspension or expulsion, police notification.

Unauthorized Groups/Gangs

Gathering related to unauthorized clubs, groups, and/or activities (see Board Policy IGDA).

First Offense	Principal/student conference, community service, detention, in-school suspension, or 1-180 days out-of-school suspension, police notification.
Subsequent Offense	1-180 days out-of-school suspension or expulsion, police notification.

Vandalism (see Board Policy ECA)

Willful damage or an attempt to cause damage to real or personal property belonging to the District, staff, or students.

First Offense	Restitution. Principal/student conference, community service, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion, police notification.
Subsequent Offense	Restitution. Principal/Student conference, community service, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion, police notification.

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 § 571.0010 RSMo.

First Offense	In-school suspension, 1-180 days out-of-school suspension, one calendar year suspension or expulsion, unless modified by the Board upon recommendation by the Superintendent. Police notification.
Subsequent Offense	1-180 days out-of-school suspension, one calendar year suspension or expulsion, unless modified by the Board upon recommendation by the Superintendent. Police notification.

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 calendar year suspension or expulsion, unless modified by the Board upon recommendation by the Superintendent. Police notification.
Subsequent Offense	Expulsion, unless modified by the Board upon recommendation by the Superintendent. Police notification.

3. Possession or use of ammunition or a component of a weapon.

First Offense	In-school suspension, detention, community service, 1-180 days out-of-school suspension, or expulsion. Police notification.
Subsequent Offense	In-school suspension, detention, community service, 1-180 days out-of-school suspension or expulsion. Police notification.

MSIP Refs: 6.6

Date Issued by Superintendent: June 24, 2008

Date Revised by Superintendent: December 14, 2021
 July 18, 2017
 October 13, 2015
 September 10, 2013
 September 14, 2010


 Superintendent of Schools

BEHAVIOR INTERVENTION STRATEGIES

The District has established this policy to ensure the care, welfare, safety, and security of all students, staff, and others in all school settings, both on and off grounds. This policy applies to:

- a. All Special School District (SSD) personnel employed by Special School District,
- b. All individuals volunteering for the SSD, and
- c. All individuals performing services on behalf of the SSD in District or other facilities or at the direction of the SSD.

SSD personnel assigned to schools or facilities not located on SSD premises will follow the schools' or facilities' policies. If there is a conflict between SSD's policy and that of the facility, the employee will notify his or her supervisor and follow the SSD policy until otherwise directed by the SSD's superintendent or designee.

Nothing in this policy prevents a school resource officer, police officer employed by the District, or off-duty police officer from exercising appropriate police authority when attempting to prevent a criminal act from occurring or when responding to a criminal act.

For all students whose behavior significantly impedes the learning of the student or others, staff will provide universal supports throughout the school environment and will implement the process of functional behavioral assessment and the development/implementation of a behavior intervention plan.

In a time of crisis, staff will use physical intervention only as a last resort when less restrictive interventions have failed and the safety of the student or others is at risk. Unless there is a risk of injury, SSD personnel will only use intervention techniques for which they have completed District-approved training. When implementing physical intervention techniques, staff must place primary emphasis on the safety of the student and others.

SSD personnel who use physical intervention techniques may only do so in the presence of at least one (1) additional trained adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation.

Physical restraint, mechanical restraint, seclusion, and the secure observation room are to be used only when

- a. As determined in the student's IEP or Section 504 plan to address a student's behavior,
- b. An emergency occurs, in which there is a risk of injury to the student or others, or
- c. All less restrictive interventions have failed to achieve de-escalation.

The following are prohibited:

- a. Prone restraint,
- b. Chemical restraint, and
- c. Aversive interventions.

Violation of the above may result in disciplinary action up to and including termination.

As soon as possible after the resolution of the crisis:

1. Staff will notify family/guardians unless otherwise agreed in the student's IEP or Section 504 plan. Notification will be documented,
2. A staff member will re-establish rapport with the student,
3. Debriefing and/or other support (for example, counseling, referral to the Employee Assistance Plan (EAP), social work) will be made available to the student and to the staff members involved,
4. Documentation of the incident will be provided to the director electronically and kept on file.

Staff will regularly meet to discuss occurrences of the use of the secure observation room, and/or restraint. Following any emergency situation, the student's team shall meet as soon as possible, but no later than two (2) school days, after the situation occurred.

The Board will receive an annual report on behavior crisis incidents. The District will provide training about this policy and about seclusion, restraint, and behavior crisis strategies to all staff members who have contact with students.

Adopted: April 12, 2011 (Effective July 1, 2011)

Revised: May 25, 2017
April 26, 2022

Legal Refs: §§ 160.261, .263, 563.061, RSMo.

BEHAVIOR INTERVENTION STRATEGIES

The purpose of this regulation is to provide the information staff need to implement Policy JGGA. This includes definitions of terms in the policy and information about: (a) training, (b) types of interventions and the circumstances under which they should be implemented, (c) additional information about restraint, and (d) notification and documentation.

This regulation is divided into the following sections:

- Training for staff
- Definitions
- The Continuum of Interventions
- Specific circumstances, limitations, and guidelines under which physical intervention techniques are used
- Types of restraint
- Seclusion, secure observation room
- Debriefing and communication
- Documentation
- Involvement of law enforcement officers

Levels of Training

All District staff are required to complete training in the contents of this policy and regulation and in seclusion, restraint, and behavior crisis strategies. Depending on the staff's position and responsibilities, three levels of training are provided:

1. Level 1 Training shall include the following:
 - a. Information about Policy JGGA and Regulation JGGA-R,
 - b. Consequences for not following the policy,
 - c. Continuum of prevention techniques,
 - d. Universal supports,
 - e. Environmental management techniques, and
 - f. Continuum of de-escalation techniques.
2. Level 2 training is for instructional school personnel. The training shall include all of Level 1 training, plus the following:
 - a. Disability specific information and how a student with specific diagnosis processes interventions differently,
 - b. De-escalation practices and those included in District-recognized crisis intervention systems,
 - c. Appropriate use of physical restraint, through SSD-recognized crisis intervention programs,
 - d. Professionally accepted practices in physical management and use of restraints,
 - e. Instruction on methods to explain the use of restraint to the student who is to be restrained and to the individual student's family,
 - f. Instruction on how to write and/or collect data for a functional assessment,
 - g. Instruction on how to write and/or implement a behavior intervention plan,
 - h. Appropriate use of seclusion, and

Special School District of St. Louis County

- i. Information on the policy, incident report, documentation, and notification procedure.
3. Training for substitutes and for non-instructional school personnel will be provided as appropriate for each position.

Definitions

Assistive Technology Device – Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a student with a disability. This includes devices provided by an occupational or physical therapist which may temporarily isolate specific movement patterns intended for the sole purpose of providing postural stability and/or body alignment, in order to position the student for improved functioning. All therapeutic equipment and/or techniques which could be deemed as restrictive should only be implemented upon the recommendation and instruction of a qualified staff member who specializes in positioning and motor intervention. These are not considered mechanical restraints.

Behavioral Intervention – An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors that interfere or impede accessing the educational environment for self or others. Behavioral interventions are guided by a functional behavior assessment (FBA) that takes into consideration any known medical, developmental, or psychological limitation(s) of the student.

Behavior Management – Comprehensive individualized, classroom, school-wide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

Behavior Intervention Plan (BIP) - A formal detailed plan in the IEP to address problem behaviors that interfere with or impede accessing the educational environment for self or others. A BIP includes information regarding the target behavior, behavior goals, and steps to decrease occurrences of inappropriate behavior and to increase occurrences of desired or replacement behaviors. BIPs are guided by an FBA. The plan should also include information on progress monitoring and review of the plan.

Confinement – The act of preventing a student from leaving an enclosed space.

Discipline – Consequences for violating the District's student code of conduct.

Emergency Situation or Crisis– A situation in which a student's behavior poses a serious, probable threat of imminent danger to self or others.

Functional Behavior Assessment (FBA) - A formal systematic process for describing problem behavior and identifying the environmental factors and surrounding events associated with problem behavior. The team that works closely with the child exhibiting problem behavior: 1) observes the behavior and identifies and defines its problematic characteristics, 2) identifies which actions or events precede (antecedents) and follow the behavior, and 3) determines how often the behavior occurs. The results of the FBA should be used to develop an effective and efficient behavior intervention plan.

Individualized Education Program (IEP) – A student's individualized education program as

defined by the Individuals with Disabilities Education Act (IDEA).

Law Enforcement Officer – Any public servant having both the power and duty to make arrests for violations of local, state, or federal law.

Positive Behavior Supports – A range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow multiple opportunities to practice pro-social skills and receive high rates of positive feedback.

Physical Restraint - The use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

School or District Employee or Personnel – Any person employed by SSD, volunteering for the District, or performing services on behalf of the District or at the direction of the District. This applies to staff employed by Special School District who work for the District, whether employed or as a volunteer or a contractor on our campuses, including student teachers, school resource officers (SROs) or employed off-duty police officers, and persons employed by another agency who are providing educational or related services to students.

Seclusion - The involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving and that complies with the building code in effect in the District. Seclusion does not include time-out, in-school suspension, detention, or other appropriate disciplinary measures.

Section 504 Plan - A student's individualized plan, as defined by Section 504 of the Rehabilitation Act of 1973.

Continuum of Interventions

When intervening with a student in crisis, staff are to follow a continuum of interventions. The continuum starts with non-physical intervention, using physical intervention only if necessary to ensure the safety of the student or others. Staff are only to use interventions that are approved and taught by the District. Preventative strategies and non-physical interventions within the continuum include evidence-based practices such as positive behavior supports and behavioral interventions based on FBAs.

The continuum of interventions includes the following:

- A. *Preventative strategies* - These non-physical strategies are intended to prevent the escalation of negative behavior to the crisis stage. They include such things as active listening, encouragement, problem solving, clarifying expectations, redirections, restructuring the environment, schedules, social skills training, and use of sensory or visual supports.
- B. *Non-physical intervention* – The types of non-physical intervention are explained in the following paragraphs. In a time of crisis, staff must, whenever possible, first intervene with non-physical interventions. These interventions include non-verbal de-escalation techniques, verbal de-escalation techniques, and time-out. It must be noted that at times the

risk to safety of the student or others may be so great that staff must immediately intervene physically.

Non-verbal de-escalation techniques are non-physical strategies that do not use verbal statements or exchanges and are intended to de-escalate negative behavior. Examples include the use of proximity or personal space, and body language including facial expressions, gestures, posture, and movement.

Verbal de-escalation techniques are non-physical strategies that involve the use of neutral voice tone, rate of speech, volume, and appropriate language.

Time-out is a brief removal from sources of reinforcement within instructional contexts. Examples include planned ignoring or changing a seat location.

- C. *Physical intervention* - Physical intervention is to be used only when the safety of the student or others is at risk. Physical intervention strategies are techniques including personal safety techniques, physically transporting a student to a secure setting, and/or physical restraint. They may be used only when the safety and well-being of the student, other students, staff, or other persons are threatened, and only when other avenues of non-physical crisis intervention have been exhausted or cannot be used because of the immediacy of the situation. This regulation lists specific circumstances, limitations, and guidelines under which physical intervention techniques are to be used. When implementing physical intervention techniques, staff must place primary emphasis on the safety of the student and others.

Personal safety techniques encompass a variety of actions or disengagement procedures staff members use in order to maintain safety while intervening with a student who is exhibiting a range of aggressive behaviors. Personal safety techniques include a) methods to block contact from a dangerous object such as a thrown item, punch, hit, slap, head-butt, or kick, and b) a variety of procedures to disengage from students attempting to hold, choke, or bite another person, or pull on the other person's clothing, hair, or other body parts. Personal safety techniques do not include physical restraint.

Physical transport is the temporary touching or holding of a student's hand, wrist, arm, shoulder, or back for the purpose of moving a student who is acting out or eloping. This includes assisting the student off the floor to move to another location.

Physical restraint is the person-to-person restriction that immobilizes or reduces the mobility and ability of a student to move their torso, arms, legs, or head freely for one minute or more. Physical restraint may not be used as a punitive form of discipline, as a threat to control the student, or to coerce compliant behavior.

Seclusion is the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving and that complies with the building code in effect in the District. Seclusion does not include time-out, in-school suspension, detention, or other appropriate disciplinary measures.

Secure Observation Room is a specially designed room in which the door is locked and students are continuously observed. Visual monitoring must occur through a technology-supported device using a camera and monitor and/or line of site vision.

Specific Circumstances, Limitations, and Guidelines Under Which Physical Intervention Techniques are Used

Physical Interventions are to be used only

- a. As a last resort when the safety of the student, other students, staff, or other persons is threatened, and only when other avenues of non-physical crisis intervention and/or less intrusive interventions have been exhausted, or
- b. In an imminently physically threatening situation, when the safety of others is in imminent danger.

Except for situations presenting the imminent risk of physical harm to individuals, non-physical intervention strategies must be exhausted before using physical interventions.

Physical interventions will be:

- a. Used only for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical intervention,
- b. Used only with continuous monitoring of the student's breathing and circulation,
- c. No greater than the degree of force necessary to protect the student or other persons from imminent bodily injury,
- d. Applied only by SSD personnel trained in its proper use.

Physical interventions will not:

- a. Place a student in any position that puts pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat,
- b. Include a prone restraint,
- c. Obstruct views of the student's face,
- d. Obstruct the student's respiratory airway, impair the student's breathing or respiratory capacity, or restrict the movement required for normal breathing to cause positional or postural asphyxia,
- e. Place pressure or weight on, or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen, or genitals,
- f. Obstruct the student's circulation of blood,
- g. Involve pushing on or into the student's mouth, nose, eyes, or any part of the face, or involves covering the face or body with anything including, but not limited to, soft objects such as pillows, blankets, or washcloths,
- h. Endanger the student's life or significantly exacerbate the student's medical condition,
- i. Be purposely designed to inflict pain,
- j. Restrict the student from communicating. If an employee physically restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of restraint for brief periods unless an employee determines that such freedom appears likely to result in harm to self or others.

Types of Restraint

Chemical restraint – Administration of a drug or medication to manage a student's behavior. This does not include medicine given in response to a seizure or allergic reaction. Chemical restraints shall never be used by SSD personnel. If involved in a situation consistent with the guidelines in this regulation, a law enforcement official will use chemical restraints in accordance with the officer's policies and professional standards.

Prone restraint – Placing an individual's body face-down upon any surface while applying pressure to the individual's torso, shoulders, hips, and/or legs to physically prevent the individual from moving from the prone position. The use of prone restraint at any time for any reason is prohibited.

Mechanical restraint - The use of any device or equipment to restrict a student's freedom of movement. Examples of mechanical restraints include but are not limited to helmets with fasteners, muffs, and mitts with fasteners, waist straps, head straps, and similar devices. If involved in a situation consistent with the guidelines in this regulation, a law enforcement official will use mechanical restraints in accordance with the officer's policies and professional standards. The term does not include devices used by trained school personnel that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which they are designed, such as:

1. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports,
2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle, in compliance with the student's IEP and state and federal regulations,
3. Restraints for medical immobilization, or
4. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Mechanical restraints intended to prevent self-injurious behavior will be used only:

1. In compliance with the student's IEP, and
2. Based upon consultation with a physician, and
3. After less restrictive measures have been shown to be ineffective,
4. With a plan to use, fade, and monitor the use of the mechanical restraint included in the behavior plan.

Mechanical restraints will not:

- a. Obstruct views of the student's face,
- b. Obstruct the student's respiratory airway, impair the student's breathing or respiratory capacity, or restrict the movement required for normal breathing to cause positional or postural asphyxia,
- c. Place pressure or weight on or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen, or genitals,
- d. Obstruct the student's circulation of blood,
- e. Involve pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything including, but not limited to, soft objects such as pillows, blankets, or washcloths,

- f. Endanger the student's life or significantly exacerbate the student's medical condition,
- g. Be purposely designed to inflict pain,
- h. Restrict the student from communicating. If an employee physically restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of restraint for brief periods unless an employee determines that such freedom appears likely to result in harm to self or others.

Physical restraint – Person-to-person restriction that immobilizes or reduces the mobility and ability of a student to move his or her torso, arms, legs, or head freely for one minute or more. Physical restraints may not be used as a punitive form of discipline, as a threat to control the student, or to coerce compliant behavior.

Seclusion and Secure Observation Room

A *secure observation room (SOR)* is a specially designed room in which the door is locked and students are continuously observed. Visual monitoring must occur through a technology-supported device using a camera and monitor and/or line of site vision. The SOR shall only be used:

- a. With parental approval as stated on the IEP or 504 Plan, or
- b. In an emergency situation.

The SOR may not be used as a punitive form of discipline. Trained staff who are able to see and hear the student at all times must continually monitor and assess any student in a secure observation room. Monitoring shall take place no less than every thirty (30) seconds and shall be through line-of-sight visualization or through a technology-supported device using a camera and monitor. The student may remain until staff determine that the student no longer presents a safety risk to self or others

Debriefing and Communication

1. Staff Debriefing - Staff will regularly meet to discuss occurrences of use of the SOR, seclusion, or restraint. Following any emergency situation, the student's team shall meet as soon as possible, but no later than two (2) school days, after the situation occurred. The following are points that should be considered in the debriefing and in planning for possible future occurrences:
 - a. Is the behavior resulting in restraint or seclusion?
 - b. If the behavior is not isolated, what does our data tell us about the behavior (e.g., when it began, increasing, decreasing, how often)?
 - c. What was the duration and intensity of the behavior before the restraint was initiated?
 - d. Who was involved in the restraint?
 - e. Are all staff involved in the restraint fully trained in all units on nonviolent crisis intervention? Is an informal refresher necessary?
 - f. Are there other nonphysical interventions that could be utilized prior to using restraint should the behavior occur again?
 - g. What was the risk (e.g., likelihood of injury and severity of harm) to the student?
 - h. What was the risk (e.g., likelihood of injury and severity of harm) of harm to others?
 - i. Does the student have any factors that should be considered in the use of restraint such

- as medical conditions, history of trauma, use of medications, or high body mass that may contribute to risk?
- j. What were the risks and benefits of using the restraint? Are there alternative crisis intervention options or ways to mediate risk that could be considered?
 - k. What is the nature of the student's disability and how might the disability be impacting behaviors?
 - l. Are there patterns of behavior the team should consider (e.g., time of day, settings, activities) that occur immediately prior to behavior?
 - m. Is there anything in the IEP about the student's behavior?
 - n. Is there anything in the student's evaluation report about the behavior? If "yes," how recently was the student evaluated? If "no," is another evaluation called for?
 - o. Is there a behavior intervention plan in the IEP? If "yes," what does it say? Was it followed? If "no," why not?
 - p. Should a behavior intervention plan be written or revised?
 - q. What additional supports will be made available to the student (e.g., environmental or scheduling changes, counseling, instruction on alternative skills or behaviors, debriefing)?
 - r. What additional supports will be made for staff (e.g., training, behavioral support, personal protective equipment, structured debriefing, and rational detachment)?
 - s. How will staff be made aware of these supports?
 - t. Did the team re-establish rapport and debrief with the student after the restraint?
 - u. Other factors?
2. Re-establishing Rapport – Following any emergency situation, a staff member will reestablish rapport with the student according to the District's crisis intervention training program.

Notice to Families/Guardians

Except as otherwise specified in a student's IEP or Section 504 plan, following an emergency situation involving the use of seclusion or restraint, the family/guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than one hour after the end of the school day of the incident. Family/guardians will be informed at that time that they shall receive a written report of the incident.

The family/guardian shall receive a written report of the emergency situation within five school days of the incident. The written incident report shall include all of the following:

1. Date, time of day, location, duration, and description of the incident and interventions,
2. Event(s) that led up to the incident necessitating restraint or seclusion,
3. A description of the methods of seclusion or restraint used,
4. Nature and extent of any injury to the student,
5. Nature and extent of any injury to other students or staff,
6. Names, roles, and certifications of each employee involved in the use of seclusion or restraint,
7. Name, role, and signature of the person who prepared the report,
8. Name of a school employee the parent or guardian can contact regarding the incident,
9. A plan to prevent the need for future use of seclusion or restraint, and
10. A statement directing parents and legal guardians to a sociological, emotional, or

behavioral support organization and a hotline number to report child abuse and neglect.

Documentation

IEP or Section 504 Plan

If the IEP team determines, and the family/guardian consents, that a form of restraint may be appropriate in certain identified situations, the team may set forth the conditions and procedures in the IEP or 504 plan. These conditions and/or procedures must not violate any SSD policy. Any use of restraint or seclusion must be limited to what is set forth in the IEP or 504 plan.

If the IEP or 504 plan permits the use of restraint or seclusion, it must also contain a plan to eliminate the need for their use. Before adding the use of restraint or seclusion to an IEP or 504 plan, the school team must complete a functional behavior assessment and a positive behavior support plan for the student. The team should include, but not be limited to, the following people: family/guardian, classroom teacher, or specialists who work with behaviors that interfere with a student's ability to participate in their education.

District Documentation

The SSD superintendent or designee shall maintain records documenting the use of restraint and seclusion by SSD staff. The report will include the following: when, reason for use, duration, names of staff involved, whether students or staff were injured and the type of injury, name and age of the student, whether the student has an IEP, BIP, or personal safety plan, when the family/guardian was notified, if the student was disciplined, and any other documentation required by federal or state law. When law enforcement officers are involved, who are not District personnel, documentation is completed as required by the municipality and not by SSD staff, unless otherwise explicitly required by law.

Involvement of Law Enforcement Officers

Staff will include a police officer in crisis intervention only:

1. To prevent a crime, to respond when a crime is being committed, or if a crime has been committed,
2. If approved steps for de-escalation or to ensure the safety of staff and students are ineffective,
3. If the student is posing a danger to self or others.

Police should become involved only if requested by principal or designee. If an officer becomes involved, the officer will proceed in accordance with the officer's policies and professional standards. The officer will document his/her involvement and meet documentation requirements of the officer's jurisdiction.

A law enforcement officer will use handcuffs only according to the policies of that officer's law enforcement agency and according to the officer's professional standards.

Legal Refs: 160.261,263,563.061, RSMo.

Date Issued by Superintendent: 5/13/2011
Date Revised by Superintendent: 6/13/2017
4/26/2022


Superintendent of Schools

Policy JFCF

BULLYING

All students are entitled to a safe learning environment. The District defines bullying, cyberbullying, and cyber threats, according to legislation, best practice, and research. The District prohibits all forms of bullying, or threats, at any time on school property including a school bus or during/at any school function. The Board also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Students who have been subjected to bullying or threats or their parent/guardian will promptly report when possible, such incidents to a school official. Any staff member District employee aware of or suspecting bullying, or threats must immediately act to protect the safety of the alleged victim and report the incident(s) to an administrator according to timelines specified in the accompanying regulation. The District will implement a procedure for reporting, promptly investigating, and responding to all incidents.

The District shall annually inform students, parents, District staff, substitutes, volunteers, and other stakeholders of this policy.

The District will provide appropriate training designed to assist staff, coaches, sponsors, volunteers, and students in identifying, preventing and responding to incidents of bullying and will use its resources to educate students who are victims of bullying on techniques to overcome bullying's effects.

Students who are found to have violated this policy will be subject to the appropriate discipline as stated in the District's Code of Conduct depending on factors such as: age of student(s), degree of harm, severity of behavior, and number of incidences.

Adopted: June 20, 2007

Revised: October 27, 2015
February 28, 2017

Cross Refs.: AC, Nondiscrimination Prohibition Against Discrimination, Harassment, and Retaliation
GCPD, Suspension of Professional Staff GCPE,
Termination of Professional Staff
GDPD, Nonrenewal, Suspension and Termination of Support Staff
IGD, District-Sponsored Extra-curricular Activities and Organizations groups

Legal Refs.: § 160.755, RSMo.

Missouri HB 1583 <http://www.moga.mo.gov/htmlpages2/statuteconstitutionsearch.aspx>
<http://house.mo.gov/billsummary.aspx?bill=HB1583&year=2016&code=R>

2023-2024 School Year

Dear Parent or Guardian,

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

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

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

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

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

If you have any questions, you may call Esthere Scott, Federal Programs Administrator, at 314-989-8542.

Sincerely,
Kelly Grigsby, Ph.D.
Executive Director of Schools and Programs
Special School District

GRADUATION REQUIREMENTS

Requirements

A student must meet the following requirements in order to graduate from the District, unless otherwise exempted. The student must:

1. Complete a total of 24 credits, including credits required by the State Board of Education;
2. Pass examinations on the provisions and principles of American History, American Institutions, American Civics, and the Missouri and U.S. Constitutions; (SS 170.011, .345, RSMo.)
3. Successfully complete a course of instruction of at least one semester on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government, and the electoral process; (SS 170.011, RSMo.)
4. Have earned credit in the District's educational program between the ninth (9th) and twelfth (12th) grades;
5. Have taken all required end-of-course (EOC) examinations or alternate State assessments (MAP-A); and
6. Have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver, or other first aid for choking. (SS170.310, RSMo.)

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 by the student's Individualized Education Program (IEP). Any specific graduation requirement other than State assessments may be waived if determined by the student's IEP team (DESE graduation guidance.) The student's IEP team may also determine that the student should graduate by meeting IEP goals.
2. Students transferring from other Missouri school districts or charter schools, private or parochial schools, home schools, unaccredited schools, and schools in other states or countries will have their credits transferred in accordance with guidance from the Department of Elementary and Secondary Education (DESE) and may have some graduation requirements waived depending on the circumstances. (DESE graduation guidance.)
3. The District will waive the requirement to pass examinations on the provisions and principles of American History, American Institutions, American civics, and the Missouri and U.S. Constitutions, for students who transfer from a school outside Missouri if they can document the successful completion of a course of instruction in the institutions, branches and functions of state government, including local governments, the U.S. government, and the electoral process. Such instruction must have been completed in grades nine (9) through twelve (12). The District will waive the requirement to pass a

civics examination when recommended by the student's IEP team. (SS 170.011, RSMo., DESE Graduation Guidance.)

4. Graduation requirements for foster care students will be modified or waived in accordance with State and Federal law and Board policy IGBE. (SS 160.1990, RSMo.)
5. Students in the household of an active duty member of the military, or students in the household of certain veterans who are deceased or injured as defined by law, who transfer into the District may have graduation requirements modified or waived in accordance with law (SS 160.2000, RSMo.)
6. Eligible students, who successfully complete the Missouri Option Program, will be awarded a high school diploma (5 C.S.R. 20-500.330).

Earning Credit, Substituting Credit, and Alternatives

1. The Superintendent or designee is directed to assign credit values for courses offered by or through the District, and to develop procedures for awarding credit to students from a district that uses a different standard for awarding credit.
2. The District recognizes units of credit obtained through accredited schools and school districts, including credits earned through courses delivered primarily through electronic media, or online courses that have been approved by the Board. For the purposes of this policy, an "accredited school" is a Missouri public school, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED, or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organization. (SS 161.670, RSMo., DESE Graduation Guidance.)
3. Students may earn advanced-standing credit by successfully completing high school level courses prior to entering the ninth grade. Advanced-standing credit may be counted toward meeting all graduation requirements, including state minimum requirements. (DESE Graduation Guidance.)
4. The District may waive one unit of academic credit in English Language Arts, Mathematics, Science or Social Studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program. Students must request this credit waiver prior to enrolling in the career/technical program for which the waiver is sought. Students must take the end-of-course exam required for any waived course. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of at least one semester in length on the institutions, branches, and functions of the government of the state of Missouri, including local governments and of the government of the United States and the electoral process. Students are also required to meet State requirements regarding American civics, (DESE Graduation Guidance.)
5. In addition to the waiver of credit above, a student may fulfill one unit of academic credit with a District-approved agriculture, or career and technical education course, for any English Language Arts, Mathematics, Science or Social Studies unit required for

high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made for courses that require an end-of-course assessment. Unless otherwise waived by law, students who waive a Social Studies unit under this section, are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet State requirements regarding American Civics (SS 170.017, RSMo).

6. A student may fulfill any District-required mathematics, science or practical arts unit with a District-approved computer science course as long as the student has taken or is on track to take all courses that require end-of-course examinations for math and science. The District will notify all students relying on this provision that some institutions of higher education may require four units of academic credit in mathematics for college admission. The District will require the parent, guardian or legal custodian of each student to acknowledge in writing that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions. (§ 170.018, RSMo.)
7. Students may earn credit for a subject that has been embedded into another subject-area course in accordance with guidelines established by DESE. (DESE Graduation Guidance)
8. The Superintendent or designee may approve credit earned on a proficiency basis if a student is able to demonstrate mastery of the competencies for a particular course, and if state requirements are met for a quality, competency-based credit system. (DESE Graduation Guidance)
9. Students may earn credit by other means as approved by the Board, and in accordance with law.

Diplomas and Certificates

Students who meet District graduation requirements will receive a District diploma. Other students will be awarded a diploma, or certificate, in accordance with this policy, and as permitted by law.

District Diploma for Coursework Completed in Other Districts

In accordance with law and DESE guidance, the District may be required to issue a diploma to students who did not complete their education in the District but who graduated based on the District's graduation requirements. Such circumstances include, but are not limited to, situations where, in accordance with law:

- a. A foster student transfers from the District to another school or District; or
- b. A student in the household of an active duty member of the military transfers to another District. (SS 160.1990; .2000; 167.019, RSMo.)

Diplomas from Other Districts

Students in the household of an active duty member of the military, or students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the District at the beginning of, or during their senior year, and do not meet the graduation requirements of the District by the end of their senior year, may receive a diploma from the school District they are transferring from if they are able to meet the graduation requirements of that District. (SS 1660.2000, RSMo)

Foster Care students who enroll in the District at the beginning of, or during their senior year, who cannot meet the graduation requirements of the District by the end of their senior year, even after all alternatives have been considered, may receive a diploma from the school District they are transferring from if they are eligible to receive a diploma from that previous District. (SS 1660.1990, RSMo)

Certificates of Attendance

Students with disabilities who reach age 21 or otherwise terminate their education, and who have met the District's attendance requirements but have not completed the requirements for graduation, may receive a certificate of attendance as directed by the student's IEP team. (DESE Graduation Guidance)

Career and Technical Education Certificate

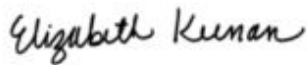
In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE), if they meet the standards created by the State Board of Education. (SS 170.029, RSMo)

Seal of Biliteracy

The District may award a Missouri Seal of Biliteracy to students who have attained proficiency in English, and at least one other language, before high school graduation in accordance with rules established by DESE.

Date Implemented by the Superintendent: October 23, 2018

Date Revised: April 28, 2020



Superintendent of Schools

Special School District of St. Louis County, Missouri

TECHNOLOGY USAGE

Technology Safety

Definitions

User - Any person who is permitted by the District to utilize any portion of the District's technology resources including, but not limited to, students, employees, Board members, authorized contractors, and other authorized agents of the District.

User Identification (ID) - Any identifier that would allow a user access to the District's technology resources or to any program including, but not limited to, e-mail and internet access.

Password - A unique word, phrase, or combination of alphabetic, numeric, and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

Closed Forum - A communication device, tool, software, hardware, internet site, or account owned and/or operated by a governmental entity that is closed to the public for expressive activities of any kind.

Technology Resources - Technologies, devices, software, and services used to access, process, store, or communicate information. This definition includes but is not limited to: computers; modems; printers; scanners; fax machines and transmissions; telephone equipment; mobile phones; audio-visual equipment; internet; social media; electronic mail (e-mail); electronic communication devices and services, including wireless access; multimedia resources; hardware; and software. Technology resources may include technologies, devices, and services provided to the District by a third party.

Technology Administration

The Board directs the superintendent or designee to assign trained personnel to maintain the District's technology in a manner that will (a) protect the District from liability, (b) protect proprietary software, and (c) protect confidential student and employee information retained or accessible through District technology resources. These trained personnel will:

- Periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.
- Establish a retention schedule for the regular archiving or deletion of data stored on District technology resources in accordance with the *Public School District Retention Manual*, published by the Missouri Secretary of State.
- Suspend access to and/or availability of the District's technology resources to diagnose and investigate network problems or potential violations of the law or District policies, regulations, and procedures.
- Install or remove programs or information, install equipment, upgrade any system or enter any system at any time appropriate or necessary.

Administrators of District technology resources may suspend access to and/or availability of the District's technology resources to diagnose and investigate network problems or potential violations of the law or District policies and procedures. The administrators may also remove, change, or exchange hardware or other technology between buildings, classrooms, or users at any time without prior notice. When possible, users will be notified of this in advance. However, there may be situations when the District may do so without notice.

All District technology resources are considered District property.

Authorized Users

District technology resources may be used by authorized:

- Students
- Employees
- Board members
- Other persons approved by the superintendent or designee, such as consultants, District or District-related committee members, legal counsel, and independent contractors.

Conditions and Rules of Use

Use of the District's technology resources is a privilege, not a right. Access privileges to technology resources are granted based on the needs of the District. The following rules will be followed by all District technology resource users. If District administrators determine any violation of these conditions or rules may be unlawful, the appropriate law enforcement agency will be contacted. Any possible violation of Board policy will be investigated and may lead to discipline up to and including termination.

1. All users must agree to follow the District's policies and procedures and sign or electronically consent to the District's User Agreement prior to accessing or using District technology resources, unless excused by the superintendent or designee.
2. A user should not have a legal expectation of privacy in any electronic communications or other activities involving the District's technology resources including, but not limited to, voice mail, telecommunications, email, and access to the internet or network drives.
3. By using the District's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the District.
4. Users must consent in their User Agreement to interception of or access to all communications accessed, sent, received, or stored using District technology.
5. The District will only provide a user ID with email access if the user consents to interception of or access to all communications accessed, sent, received, or stored using District technology.
6. Passwords for accounts held by Board members will be held by the superintendent's office.
7. No student, employee, or other potential user will receive an ID, password, or other access to District technology if they are considered a security risk by the superintendent or designee.
8. A user will be responsible for any actions taken by those using the user's ID or password. A user will not be responsible for theft of passwords and IDs, unless the theft was the result of

- user negligence.
9. Users are required to obey all laws, including criminal, copyright, privacy, defamation, and obscenity laws. The District will render all reasonable assistance to local, state, or federal officials for the investigation and prosecution of persons using District technology in violation of any law.
 10. Users may only install and use properly licensed software, audio, or video media purchased by the District or approved for use by the District. All users will adhere to the limitations of the District's technology licenses.
 11. All users will use the District's property as it was intended.
 12. Users are required to return District technology resources to the District upon demand including, but not limited to, mobile phones, laptops, and tablets.
 13. Users are responsible for following District asset management and tracking procedures.
 14. Use of District technology resources are subject to District and Board policies and regulations, even if the resource is used off-site or outside of working hours.

Prohibitions

The following are prohibited:

1. Applying for a user ID under false pretenses.
2. Using another person's user ID and/ or password.
3. Sharing user IDs or passwords with others except:
 - a. When temporary passwords are shared with the District's technology department for the purpose of support.
 - b. Teachers and administrators may have access to student passwords to ensure that access is appropriate and for instructional purposes.
4. Individuals who share IDs or passwords may be disciplined and will be held responsible for any actions taken by those using the ID or password. A user will not be responsible for the theft of passwords and IDs but may be responsible if the theft was the result of user negligence.
5. Deleting, examining, copying, or modifying District files or data without authorization.
6. Mass consumption of technology resources that inhibits use by others.
7. Use of District technology for soliciting, advertising, fundraising, commercial purposes, or financial gain, unless authorized by the District or in accordance with Policy KI.
8. Use of District technology resources to advocate, support, or oppose any ballot measure, political cause, or candidate for public office unless authorized by the superintendent.
9. Accessing fee-based services without permission from an administrator. A user who accesses such services without permission is solely responsible for all charges incurred.
10. Accessing, viewing, or disseminating information using District resources, including email or internet access that is pornographic, obscene, child pornography, harmful or obscene to minors, libelous, pervasively indecent, vulgar, or otherwise illegal.
11. Accessing, viewing, or disseminating information on any product or service not permitted to minors unless under the direction and supervision of District staff for curriculum-related purposes.
12. Accessing, viewing, or disseminating information using District technology resources in a way that constitutes cyberbullying, or insulting or fighting words by which other people may be harassed or injured (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin).

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13. Using District technology resources to access, view, or disseminate information that may cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful District policies, regulations, and procedures.
14. Any use that has the purpose or effect of discriminating or harassing any person or persons on the basis of race, color, religion, sex, national origin, ancestry, disability, genetics, age, pregnancy, or use of leave protected by the Family and Medical Leave Act (FMLA) or the violation of any person's rights under applicable laws (will be addressed as described in Policy AC).
15. Any unauthorized, deliberate, or negligent action that damages or disrupts technology, alters its normal performance, or causes it to malfunction regardless of the location or the duration of the disruption.
16. Copying software or media in audio or visual format for home or other use, unless permitted by the District's license and approved by the District.
17. Removing District technology or software from District premises, unless authorized by the District. District equipment designated to be in classrooms, part of the network infrastructure, or a shared device cannot be taken from District premises. However, if a staff member is issued personal portable technology resources, such as a laptop, Chromebook, tablet, or mobile hotspot from the District, then that device may be taken home during the months in which the employee is working.
18. Lifting, moving, or relocating technology hardware without permission from a building administrator. All users will be held accountable and will be charged for any damage they cause to District technology resources. The District will seek both criminal and civil remedies, as necessary.
19. Using District technology resources to communicate with the news media or elected officials, excluding the Board of Education, unless authorized by the superintendent or designee.

Student Users

1. All student users under the age of 18 and their parents/guardians must sign or electronically consent to the District's User Agreement prior to accessing or using District technology resources unless otherwise excused by this Policy or the superintendent or designee.
2. Students who are 18 or who are otherwise able to enter into an enforceable contract may sign or consent to the User Agreement without additional signatures.
3. Students who do not have a User Agreement on file with the District may be granted permission to use District technology by the superintendent or designee.

Employee Users

1. No employee will be given access to the District's technology resources unless the employee agrees to follow the District's User Agreement prior to accessing or using the District's technology resources.
2. Authorized employees may use the District's technology resources for reasonable, incidental, personal purposes as long as the user does not violate any provision of District or Board policies, regulations, or procedures, hinder the use of the District's technology resources for the benefit of its students, or waste District resources.

Special School District of St. Louis County, Missouri

- a. Any use that jeopardizes the safety, security, or usefulness of the District's technology resources or interferes with the effective and professional performance of the employee's job is considered unreasonable. Violations of this requirement may include but are not limited to actions that:
 - b. Waste District resources.
 - c. Interfere with job responsibilities.
 - d. Hinder technology benefits for students.
 - e. Fail to comply with directive(s) from District supervisor(s).
3. Unless authorized by the employee's supervisor in advance, employees may not access, view, display, store, print, or disseminate information using District technology resources that students or other users could not access, view, display, store, print, or disseminate.
4. Users will be granted access privileges to District technology resources after approval by their supervisor and by the Technology Services Department. The procedure for requesting access is available from the Technology Services Department.
5. Any attempts to secure a higher level of privilege than currently approved without authorization is prohibited.

Board Member Users

Upon completing an annual User Agreement, Board members may be granted user privileges, including an email address. Board members will set an example of responsible use, will abide by District policies, regulations, and procedures, and will comply with the Missouri Sunshine Law.

External Users

The superintendent or designee has the discretion to grant user privileges to consultants, legal counsel, independent contractors, and other persons having business with the District, after consenting to the District's User Agreement and for the sole, limited purpose of conducting business with the District. External users must abide by all laws, District policies, regulations, and procedures.

Technology Security and Unauthorized Access

All users shall immediately report any security problems or misuse of the dDistrict's technology resources to a teacher or administrator. No person will be given access to District technology if they are considered a security risk by the superintendent or designee. The following actions are prohibited:

1. Use of District technology resources to gain or attempt to gain unauthorized access to any technology system or the files of another user.
2. Use of District technology to connect to other systems, in evasion of the physical limitations of the remote system by using a personal wireless account to access sites not allowable if you were using the District's filtered system.
3. The unauthorized copying of system files.
4. Intentional or negligent attempts, whether successful or unsuccessful, to interfere with the ability of others to utilize any District technology.
5. Any attempt to secure a higher level of access privilege than approved by the superintendent or designees.

Special School District of St. Louis County, Missouri

6. The introduction of computer viruses, hacking tools, or other disruptive or destructive programs into a District computer, network, or any external networks.

The District will monitor the online activities of minors and operate a technology protection measure ("content filter") on the network and all District technology with internet access, as required by law. In accordance with the law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography.

Because the District's technology is a shared resource, the content filters will apply to all District computers with internet access. The District cannot guarantee that users will never be able to access offensive materials using District equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the District is prohibited.

The superintendent, designee, or the District's technology administrator may fully or partially disable the District's content filter to enable access for an adult user for bona fide research or other lawful purposes. In making decisions to fully or partially disable the District's content filter the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the District.

Online Safety, Security, and Confidentiality

The District will take measures to prevent minors from using District technology to access inappropriate matters or materials harmful to minors on the internet. Such measures shall include, but are not limited to:

- Supervising and monitoring student technology use.
- Careful planning when using technology in the curriculum.
- Instruction on appropriate materials.
- Procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.
- Instructing all students on safety and security issues, including (a) appropriate online behavior and (b) the dangers of sharing personal information about themselves or others when using email, social media, chat rooms, or other forms of direct electronic communication.
- Instructing all students on cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.
- Providing instruction in the District's computer courses, in which students are introduced to the computer and the internet, or courses that use the internet in instruction. Students are required to follow all District rules when using District technology resources and are prohibited from sharing personal information online unless authorized by the District.
- Instructing and requiring that employees abide by state and federal law and Board policies and procedures when using District technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using District technology to:

Special School District of St. Louis County, Missouri

- Gain unauthorized access to a technology system or information.
- Connect to other systems in evasion of the physical limitations of the remote system.
- Using a personal wireless account to access sites not allowable if you were using the District's filtered system.
- Copy District files without authorization.
- Interfere with the ability of others to utilize technology.
- Secure a higher level of privilege without authorization.
- Introduce computer viruses, hacking tools, or other disruptive/destructive programs onto District technology or internal or external networks.
- Evade or disable a content filter.

All users shall immediately report any security problems or misuse of the District's technology resources to an administrator or teacher.

A. Student Users

1. All students will be instructed on the dangers of sharing personal information about themselves or others over the internet.
2. Student users are prohibited from sharing personal information about themselves or others over the internet unless authorized by the District.
3. Student users shall not agree to meet with someone they have met online without parental approval.
4. A student user shall promptly disclose to his or her teacher or another school employee any message the user receives that is inappropriate or makes the user feel uncomfortable. This would include but is not limited to receiving a posting of harmful or cruel text or images, which are considered cyberbullying.
5. Student technology resources may be equipped with content monitoring systems to track usage and content displayed on student devices.

B. Employee Users

1. Users shall receive or transmit communications using only District-approved or District-managed communication systems.
2. All District employees, including staff assigned to partner districts, will abide by state and federal law, Board policies, and District rules including, but not limited to, Policy JO and Regulation in JO-R when communicating information about personally identifiable students.
3. Employees shall not transmit confidential student information using District technology, unless designated for that use. Employees will take precautions to prevent negligent disclosure of student information or student records.
4. No curricular or non-curricular publication distributed using District technology will include the address, phone number, or email address of any student without permission.

Closed Forum

The District's technology resources are not a public forum for expression of any kind and are to

Special School District of St. Louis County, Missouri

be considered a closed forum to the extent allowed by law. The District's website will provide information about the District, but will not be used as an open forum.

All expressive activities, involving District technology resources that students, families, and members of the public might reasonably perceive to bear the approval of the District and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing, and deletion on behalf of the District for legitimate educational reasons. All other expressive activities involving the District's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and board policies.

Records Retention

Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources. The retention schedule must comply with the *Public School District Records Retention Manual*, as well as the *General Records Retention Manual* published by the Missouri Secretary of State.

In the case of pending or threatened litigation, the District's attorney will issue a litigation hold directive to the Superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal, or destruction of relevant documents until the hold has been lifted by the District's attorney. Email and other technology accounts of separate employees that have been placed on a litigation hold will be maintained by the District's Technology Services Department until the hold is released.

No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Violations of Technology Usage Policies and Procedures

A user's privileges may be suspended pending an investigation concerning use of the District's technology resources. Any violation of District policies, regulations, or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of user privileges.

Employees may be disciplined up to and including termination, and students disciplined or suspended up to expulsion, for violating the District's technology policies and procedures. Any attempted violation of the District's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The District will cooperate with law enforcement in investigating any unlawful use of the District's technology resources.

No Warranty/No Endorsement

The District makes no warranties of any kind, whether expressed or implied, for the services,
Special School District of St. Louis County, Missouri

products or access it provides. The District's technology resources are available on an "as is, as available" basis.

The District is not responsible for loss of data, delays, nondeliveries, misdeliveries, or service interruptions. The District does not endorse the content nor guarantee the accuracy or quality of information obtained using the District's technology resources.

Electronic Mail and Messaging

Users must obtain permission from the superintendent or designee before sending any districtwide electronic messages. When communicating electronically, all users must comply with District policies, regulations, and procedures and adhere to the same standards expected in the classroom. A user is generally responsible for all email and other electronic messages originating from the user's accounts; however, users will not be held responsible when the messages originating from their accounts are the result of the account being hacked.

The following actions are prohibited:

1. Forgery or attempted forgery of electronic messages is illegal.
2. Unauthorized attempts to read, delete, copy, or modify electronic messages of other users.
3. Sending unsolicited mass email or other electronic messages, unless the communication is a necessary, employment-related function or an authorized publication.

Communication Devices

Employees with mobile phones or other electronic communication devices must use them professionally and in accordance with Policy GBCC and Regulation GBCC-R. These devices shall not be used in a manner that would distract the employee or other user from adequate supervision of students or other job duties.

Damages

All damages incurred by the District due to the misuse of the District's technology resources, including the loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to District technology.

Exceptions

An exception to District rules will be made for District employees or agents conducting an investigation of a use that potentially violates the law, District policies, regulations, or procedures. An exception will also be made for technology administrators who need access to District technology resources to maintain the District's resources or examine and delete data stored on District computers as allowed by the District's retention policy.

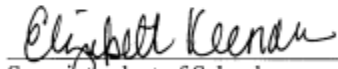
Waiver

Any user who believes he or she has a legitimate educational purpose for using the District's
Special School District of St. Louis County, Missouri

technology in a manner that they may violate any of the District's policies, regulations, or procedures may request a waiver from the building principal, superintendent, or their designees. In making the decision to grant a waiver to a student, the administrator shall consider the student's purpose, age, maturity, and level of supervision involved.

Date implemented by the Superintendent: March 13, 2018

Revised by the Superintendent: March 25, 2022



Superintendent of Schools

Policy: JHDC

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

The district is committed to maintaining a safe environment to protect the health, safety, and welfare of students, and to safeguard against the threat or attempted suicide of any student. Therefore, to further the safety and welfare of students, the district will provide district employees and students support and training on the actions and resources necessary to prevent suicide and to promote mutual well-being.

The district will address suicide awareness, prevention, and intervention through the following components. Regulation JHDC-R addresses each in detail.

1. Suicide response team
2. Suicide response procedures
3. Procedures for family or guardian involvement
4. Community resources available to students, families, and employees
5. Responding to suicidal behavior or death by suicide in the school community
6. Suicide prevention and response protocol education for staff
7. Suicide prevention education for students
8. Publication of policy

Adopted: January 9, 2018

Revised: February 28, 2023

Cross References: Centers for Disease Control - Risk and Protective Factors www.cdc.gov Suicide Prevention Training (Department of Mental Health)
<https://dmh.mo.gov/mentalillness/suicide/training.html>

Legal Refs.: §§170.048. RSMo

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

Definitions

Suicide Response Team: The suicide response team should include administrators, school social workers, counselors, and the school nurse, and may also include school resource officers, teachers, and/or community-based resources where appropriate. The suicide response team is responsible for implementing suicide response procedures. The district will adopt an evidence based/informed tool for assessing suicide risk. The suicide response team, the building administrator, and their designee will receive training in using this tool to collect and document student suicidal behavior and safety planning strategies.

Suicidal Behavior: An umbrella term that encompasses any behavior that is symptomatic of suicide.

Suicidal Ideation: Thoughts and ideas about committing suicide.

Suicidal Intent: A specific plan, motivation to carry out suicidal ideation, and/or access to means.

Suicide Warning Sign: An indicator of suicide risk in a particular individual.

Risk Factors for Suicide

A combination of individual, relationship, community, and societal factors that contribute to the risk of suicide. Risk factors are those characteristics associated with suicide and may not be direct causes.

- Family history of suicide;
- Family history of child maltreatment;
- Previous suicide attempt(s);
- History of mental disorders, particularly clinical depression;
- History of alcohol and substance abuse;
- Feelings of hopelessness;
- Impulsive or aggressive tendencies;
- Cultural and religious beliefs (e.g., belief that suicide is a noble resolution of a personal dilemma);
- Local epidemics of suicide;
- Isolation, a feeling of being cut off from other people;
- Barriers to accessing mental health treatment;
- Loss (relational, social, work, or financial);
- Physical illness;
- Easy access to lethal methods;
- Unwillingness to seek help because of the stigma attached to mental health and substance abuse disorders or suicidal thoughts.

Protective Factors for Suicide

Protective factors buffer individuals from suicidal thoughts and behavior.

- Effective clinical care for mental, physical, and substance abuse disorders;
- Easy access to a variety of clinical interventions and support for seeking help;
- Family and community support (connectedness);
- Support from ongoing medical and mental health care relationships;
- Skills in problem solving, conflict resolution, and nonviolent ways of handling disputes;
- Cultural and religious beliefs that discourage suicide and support instincts for self-preservation.

Safety Plan

Written list of warning signs, coping responses, and support resources that an individual may use to avert or manage a suicide crisis.

Suicide Prevention Education for Students

Students will receive age-appropriate information and instruction on suicide awareness, prevention, and intervention. Information and instruction may be offered in health education by the counseling staff or in other curricula as may be appropriate.

Student education will include the following:

- Information about mental health, well-being, and suicide prevention and awareness;
- Promotion of a climate that encourages peer referral and which emphasizes school connectedness;
- Recognition of the signs that they or peers are at risk for suicide;
- Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency;
- Identification of a trusted adult on campus with whom students can discuss concerns about suicide.

Suicide Prevention and Response Protocol Education for Staff

All staff working with students will have an annual online overview addressing the policy, regulation, definitions, risk factors, and process for reporting. Members of the suicide response team will be identified for all staff. Additional training can be provided as requested. The members of the suicide response team will be chosen and trained annually.

Reporting

Any school employee, in SSD or partner district schools, who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will immediately notify a member of the suicide response team and/or the building administrator or his/her designee. Staff assigned to partner districts will follow the partner district's reporting protocols. The staff member must stay with the student until one of those individuals arrives.

Response from Suicide Response Team

In response to a report, the suicide response team member or building administrator/designee should do the following:

- Ensure the student is in a safe and private area. The student should not be unsupervised or allowed to leave the campus. Ensure the student does not have any weapons or other items to inflict self-harm.
- Assess the student using a district-approved tool that includes level of risk and/or safety plan.
- Notify an administrator of the results of the assessment.
- Notify the family or guardian if an assessment is completed or changes are made to the safety plan.
- If appropriate or requested by the family/guardian, staff will provide information about outside services. At the family/guardian's request, staff will make a referral to an outside service selected by the family/guardian. Staff will not promise or imply that the district will assume any financial responsibility.
- If the family/guardian refuses to cooperate or there is any concern regarding the student's safety, local mental health service providers and/or law enforcement may need to be engaged. A report may be made to the Missouri Children's Division or the Missouri Department of Aging.
- Follow-up with the referring staff member by providing information that the staff member needs to know to perform his/her duties as they relate to the student.
- Staff will document actions and communication in the district documentation system.

Student suicidal behaviors are not confidential and may be revealed to the student's family (unless own educational decision maker), guardians, school personnel, or other appropriate authorities when the health, welfare, or safety of the student is at risk. Staff are not permitted to promise students complete confidentiality.

Responding to Suicidal Behavior or Death by Suicide in the School Community

When the school community is impacted by suicidal behavior or a death by suicide, the district will confer with their suicide response teams and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior and/or death.

The suicide response team, the building administrator, or their designee will collaborate with the district leadership to determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as deemed necessary.

Publication of Policy and Regulation

The District will notify employees, students, and parents of this policy and regulation by posting the policy and related procedures and documents on the district's website and in school handbooks, along with discussing this policy and regulation during employee training as detailed herein.

Date Implemented by the Superintendent: January 9, 2018

Revised February, 28, 2023



Superintendent of Schools

Special School District of St. Louis County

June 2023

Dear Parents, Students and Staff at Neuwoehner:

In 1986, the federal government enacted the Asbestos Hazard Emergency Response Act (referred to as to AHERA), to determine the extent of and to develop solutions for any concerns schools may have related to asbestos.


To give you some background, asbestos has been used as a building material for many years. Asbestos' properties made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous materials. The EPA began action to limit the use of asbestos products in 1973 and most use of asbestos products as building materials were banned in 1987.

All Special School District buildings have been and continue to be inspected by a certified asbestos inspector, as required by AHERA. The result of these building inspections are management plans for our facilities, which includes: this notification letter, education and training for employees, plans and procedures designed to minimize the disturbance of asbestos containing materials, plans for regular surveillance/maintenance of the asbestos containing materials and abatement when necessary.

A copy of the asbestos management plan is available for your inspection in the principal's office during office hours. Mr. Christopher Byrne from Sitex Environmental, Inc. serves as the District's Asbestos Program Manager.

The District is intent on complying with federal, state and local regulations in this area and will continue to take whatever steps are necessary to insure that your children and our employees have a healthy, safe environment in which to learn and work.

Sincerely,


Gary Clodfelter
Director of Facilities

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