

# 2023-2024 School Year

## Litzsinger School

10094 Litzsinger Road Ladue, MO 63124

Main Office Line: 314-989-8800

Secondary Office Line: 314-989-8801

Fax: 314-989-8804



Office Hours: 7:30am-4:30pm

Staff Hours: 8:15am-3:45pm

Student Attendance Hours: 8:45am-3:35pm

Kathy Russ

Principal

[kmruss@ssdmo.org](mailto:kmruss@ssdmo.org)

ext. 8808

Julie Moorman

Assistant Principal

[jcmoorman@ssdmo.org](mailto:jcmoorman@ssdmo.org)

ext. 8807

## Special School District of St. Louis County (SSD)



### SSD Mission Statement

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

### SSD Vision Statement

Every student realizes their fullest potential in life and learning

### SSD Core Values

Collaboration

Continuous Improvement

Equity

### SSD Comprehensive School Improvement Plan

*Goal 1 Student Performance:* Develop and enhance quality instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

*Goal 2 Workforce Excellence:* Establish and maintain an effective supporting workforce environment that engages staff to operate optimally to facilitate student success.

*Goal 3 Engagement:* Promote, facilitate, and enhance engagement with key internal and external stakeholders to meet the needs of all schools.

*Goal 4 Equity:* Ensure equitable staffing levels and access to quality services.

### 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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## Helpful Phone Numbers

**Litzsinger School Office (314) 989-8800**

Dee Dee Adkisson- 12 month secretary

Sue Brady- 10 month secretary

**Principal**

Kathy Russ (314) 989-8808

**Assistant Principal**

Julie Moorman (314) 989-8807

**Health Office**

Nurse Abby Heiland (314) 989-8805

Nurse Debbie Tuitasi (314) 989-8806

Health Office Fax (314) 989-8806

**Social Work**

Kelli Traxler (314) 989-8845

Dwaine Tipton (314) 989-8823

TBD (314) 989-8810

**Transportation**

Central Garage (314) 989-7165

North Garage (314) 989-7750

### **Litzsinger School**

**Mission:** To provide individualized education that addresses our students' unique learning styles, cultivates responsibility, promotes character development and enables them to contribute to the community in positive ways.

**School Rules:** Be Safe. Be Kind. Be Peaceful. Be Cooperative.



**School Colors:** Blue and Yellow/Gold

**Mascot:** Lion

### **About Litzsinger School**

Litzsinger School, established in 1962, is one of the public, separate, special education schools in the Special School District of St. Louis County. We serve a diverse population of students in grades K-8 from the Central corridor of the county. In doing so, we provide significant supports to meet students' unique needs as outlined in the Individualized Education Plan (IEP).

Litzsinger Pride is the school-wide program used to promote recognition of students demonstrating appropriate social skills relating to the school rules: Be Safe, Be Kind, Be Peaceful, and Be Cooperative. Teachers implement regular social skills instruction to promote student learning. Students earn paw prints and have the opportunity to participate in activities and win prizes.

The Litzsinger School staff are a dedicated group of individuals. Most teachers hold a Master's Degree or higher. The Para-educators serving the Litzsinger School community come from an array of backgrounds including teaching, nursing, business and special education. Additionally, Litzsinger students are supported by a variety of related service providers including registered nurses, occupational therapists, physical therapists, music therapists, social workers, speech and language pathologists and a whole host of itinerant service providers in areas of vision, communication, hearing and mobility. School staff are regularly recognized for their exemplary service.

The Litzsinger 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 their personal goals that our mission to "*enable them to contribute to the community in positive ways*" is achieved. Take a moment to review this student/family handbook for more information about Litzsinger School.

The building at 10094 Litzsinger Road is just that; a building. It becomes a school only when families, staff, and students enter and create a positive, safe environment where learning takes place. That's Litzsinger School.

## **Family Support**

Our students are most successful when school and home work together to create an environment where learning can take place. You can support your child's education by adhering to the following:

### **IEP Participation**

- An Individualized Education Plan is a written document that describes your child's education program that is developed annually.
- It's important to share ideas and concerns about your child's education as we partner in your student's success.

### **Arrival and Dismissal**

- 8:45am-3:35pm
- Students cannot be dropped off before 8:45am
- Students should be picked up by 3:20pm. If it is past 3:20 and we have not been made aware that your student is being picked up, they will be sent home on their bus.
- Parents must sign students out/in at the front office

### **Communication**

- Communicate regularly with your child's teacher.
- Keep staff informed of changes in address or phone number.
- Your child's teacher will give you his/her contact information.
- Please inform staff of your current email address and phone number so you can receive updates and notifications.
- All families are required to provide at least one additional emergency contact number in the case that the school is unable to reach the primary contact.
- Contact building administrators for additional support/information.

### **Social Work Services**

- Social work services are provided as outlined by a student's IEP.
- Crisis Intervention is available.
- Social workers can help coordinate assistance from agencies.
- Social workers coordinate care-team meetings.
- Please notify social workers of changes with providers.
- Please notify social workers of extenuating circumstances within your home.
- Please sign the Release of Information forms.

### **Food Service**

Breakfast and lunch are available from 8:45-9:30AM and 11:00AM-12:30PM. Due to board policy, staff will not be permitted to hold meals for late arriving students. If students are not present during these times they are not eligible to purchase meals.

#### *Universal Lunch and School Breakfast Program*

Litzsinger School is participating in a Universal Lunch and School Breakfast Program for the current school year. If your child attends Litzsinger School, breakfast and lunch will be available to them at no charge. All students enrolled at this school may participate in the breakfast and lunch program at no charge to them.



Studies have shown that children who are not hungry perform better in school. By providing lunch to all children at no charge, we are hoping to create a better learning environment for our students.

The school breakfasts and lunches that we serve follow U.S. Department of Agriculture guidelines for healthy school meals. The School Breakfast and Lunch Programs cannot succeed without your support; please encourage your children to participate in the school meal programs.

- Meals will be served to all students at no charge regardless of the eligibility status.
- If you have any questions about the program please feel free to contact us at (314) 989-8800.

#### **Additional Food Service Information**

- Payment options for additional purchases (e.g. extra milk or entrée):
  - Parents Can Now Make Meal Payments on the Tyler/SIS-SSD Parent Portal
    - You need two things to make on-line payments:
      - A current Portal Agreement (please see start of school packet)
      - A Credit or debit card (on-line meal payments require a small fee)
      - Student meals can continue to be paid for with cash/and or personal check (no fees are required)
- Please notify your student's teacher if you wish to limit additional food purchases
- Staff is not able to heat up or microwave lunches.
- Please make sure items bought for classrooms are “store bought” and individually wrapped due to health regulations.
- Keep the school nurse/classroom teacher informed if your child has any food restrictions or allergies
- **A doctor's order is needed for any change from the regular school menu or restrictions**

#### **Family and Community Resource Center- IRC**

- Resource center for parents/community members
- Books, videos, newsletters, etc. on disabilities
- Contact at (314)989-8108 or (314)989-8438

#### **Student Progress & Grading**

- Documented through instructional data and collected at predetermined intervals.
- Report Cards and IEP progress reports are sent home quarterly.
- Students have the opportunity to make up missed assignments quarterly, prior to the end of each grading period.
- Please sign/return all paperwork that requires a signature.

#### **School Dress Code**

The teaching staff and the administration maintain that grooming and dress habits are important to a student's academic success and well being. However, since it is also recognized that the regulation of student dress is essentially a parental responsibility, the following code represents a minimum standard:

- Clothing should be appropriate for weather.
- Please write name on personal items for easy identification.
- Insignia/slogans on clothing that are offensive/gang related/profane are not permitted.
- Clothing advertising illegal substances or alcohol is not permitted.

- Halters, off the shoulder tops, low necklines, bare midriffs, short skirts, underwear tops, muscle shirts, sleeveless undershirts, transparent/net and tight garments are not permitted.
- Pants that sag below the waist are not permitted.
- Clothing worn that brings undue attention, causes a disruption, or a safety hazard is not permitted.
- Hats, hoods, bandanas, and other head coverings not religious in nature may not be worn inside the building.
- Book bags, purses, fanny packs, etc may not be carried throughout the building.
- Ski masks or full face coverings are not permitted to be worn in the building.
- If inappropriate clothing is worn or student clothing is soiled, when available, student will be offered clothing from Litzsinger School. **If this happens, please wash and return them to school.**

### **Pets**

- Only support animals associated with approved agencies and service animals can visit school.

### **Visitor/Observation Procedures**

- Please call 48 hours in advance when scheduling an appointment with teachers or administrators
- Sign in at office
- Complete observation/confidentiality form
- Bring your driver's license or state ID. This is used to electronically sign you in as a visitor to our school and print your visitor badge to be worn while visiting.
- Limit visit to 1 instructional period
- Limit visits to once a month
- Therapies provided by outside agencies cannot be provided at school
- For more information ask to see the board policy

### **Safety/Security**

- For the safety of our students and staff, all exterior doors are locked between 9:00am-3:30pm. Visitors may enter the main entrance through the office.
- All visitors bring their government issued photo ID and must be scanned in through the raptor system before entering the building from the office.

### **Visitor Management System**

- SSD uses a visitor management software system to help protect your children. The visitor management system can track visitors, contractors, vendors, and volunteers at the school. The system will provide a more monitored environment for our students.
- When parents, visitors, volunteers, and contractors enter the school, they will be asked to present a valid state issued ID. The ID will be scanned and checked through a national sexual predator's database. The system has the ability to provide alerts on people who may jeopardize the safety of the students and the school.

### **Student Drop Off/Pick Up**

- **All students being dropped off or picked up must be signed in/out in the office.**
- When dropping-off, ensure that your child is in a staff person's custody before leaving.

### **Reporting Absences**

- Call or text 314.989.8800 or email [sbrady@ssdmo.org](mailto:sbrady@ssdmo.org) by 8:30am if your child is not going to be attending school.
- If your child is not at school and we have not heard from you, we will call to verify that your child is at home.
- Please make sure that the school has the most recent emergency contact numbers.

### **Early Dismissal**

- If your child is to be picked up early, please notify the teacher or office and transportation.
- Note the time your child will be picked up.
- Sign your child out.
- Notify the school if a relative or friend will be picking up your child and the school will need a signed permission note if they are not on the emergency contact list.
- Proper identification may be required when signing out a child.

### **Personal & School Property**

- Students should only bring items necessary for completing school work.
- Make sure that your child leaves toys, electronics, jewelry, trading cards, etc at home
- Students cannot bring energy drinks or beverages in glass bottles.
- Any food or beverage brought to school is to be consumed during snack or meal times.
- Note\* we adhere to a Bell to Bell, NO CELL policy.
- 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.
- Families are financially responsible for the replacement of any property damaged by their student(s). This may include but is not limited to the replacement value of textbooks, computers, furniture, and other school equipment.
- Any item brought from home that becomes disruptive will be taken until the end of the day.

### **Field Trips**

- Students may have the opportunity to attend field trips throughout the school year as determined by school staff.

### **Special Olympics**

- Each student has the opportunity to participate in two sporting events and one track and field event annually.
- Permission forms are necessary for student participation.

### **School Closing & Emergency School Closures During the School Day**

- Inclement weather (high heat index, snowstorms, excessively low temperatures) as well as unforeseeable circumstances may result in the closing of school or the use of Weather Day Remote Learning.
- If the school is closed, announcements will be made on the radio and television.
- SSD information line (314) 989-8450 will provide school closure information.
- Unforeseeable circumstances may necessitate the need to dismiss students during the school day. Please keep emergency contacts up to date and develop a back up child care plans should the need arise.
- In either case, the School Messenger automated phone system will attempt to call emergency contact numbers – please note there is a short delay before the message begins.

## **Alternative Methods of Instruction (AMI) Plan**

### **SSD Schools, Programs and Sites**

**AMI 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.

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

**AMI 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.

#### **AMI 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.

**AMI 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.

#### **Litzsinger Family School Partnership (LFSP)**

- Please consider getting involved in our Family-Teacher-Organization the LFSP.
- Email [jcmoorman@ssdmo.org](mailto:jcmoorman@ssdmo.org) for information

### Family/School Learning Agreement

- Litzsinger School has developed a Family Engagement Plan and a Family-School Compact found later in this handbook.

### Smoke Free Campus

- All SSD School premises are smoke and tobacco free.
  - This includes chewing tobacco and e-cigarettes or vapes.

### Transportation

- SSD provides free transportation Arranged through the school with our transportation dept.
- It generally takes 10 working days to set up/make changes to transportation.
- **Contact the school office (not the garage) to make changes in transportation.**

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

- Please have your child ready for pick-up **ten minutes** 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.
- 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.
- Please be at the designated stop to receive your child. 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 and he/she will give it 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 we will make every effort to contact you. Please ensure your contact numbers are up to date at all times.
- 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 behavioral disruption, the bus will stop and the police will be contacted.

*Please be advised that*

- You should be notified 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.
- Buses operate on a definite schedule.
- Buses, which arrive on schedule, are not required to wait if the child is not at the stop.
- Buses will not return for students who have missed the bus.
- Buses will not leave the stop before the designated time.

*Transportation to and from an address other than the home address:*

- All bus transportation will be based on the student's home address unless a child/day care arrangement was approved by the Transportation Office.
- Requests can only be made for transportation to and from a child care provider or babysitter within your home school attendance area.
- All students must be picked up at the SAME address Monday through Friday and dropped off at the SAME location Monday through Friday. (Example: pick up

student at home every morning; drop off at babysitter every afternoon.) Daily changes cannot be accommodated. (Example: cannot pick up student Monday through Wednesday from home and from babysitter Thursday and Friday.)

*Changes in transportation are not finalized until given confirmation from the transportation department. Most changes take 10 days to go into effect. Unfortunately, we cannot accommodate same day changes.*

**Registration**

- Online registration is available on the Tyler SIS Parent Portal
  - Directions are included on the following pages.

## 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.

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
<b>Household of Joe Barker</b>			
<a href="#">Edit</a>	Welcome and Instructions	Incomplete	
<a href="#">Edit</a>	Household Parents (System)	Incomplete	
<a href="#">Edit</a>	Household Addresses (System)	Incomplete	
<a href="#">Edit</a>	Student Information (System)	Incomplete	
<a href="#">Edit</a>	Emergency Contacts (System)	Incomplete	
<a href="#">Edit</a>	Non-resident Parents (System)	Incomplete	
<a href="#">Edit</a>	Acceptable Use of Computers and Networks	Incomplete	
<a href="#">Edit</a>	Acknowledgement of Receipt - Student Handbook	Incomplete	
<a href="#">Edit</a>	FERPA Notification Acknowledgement	Incomplete	
<b>Max Barker</b>			
<a href="#">Edit</a>	Request for Allergy Information	Incomplete	
<a href="#">Edit</a>	Student Media Release Form	Incomplete	
<b>Debbie Barker</b>			
<a href="#">Edit</a>	Athletic Permission Form - All Sports	Incomplete	
<a href="#">Edit</a>	Request for Allergy Information	Incomplete	
<a href="#">Edit</a>	Student Media Release Form	Incomplete	
<b>Jeanne Barker</b>			
<a href="#">Edit</a>	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

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@WellsFargoCapitalVLoc Employer Wells Fargo Capital VE	
Renee	A	Barker	Step Mother
Phone - Work Phone - Cell (555) 354-4558 Marital Status Married		Email Address renee@barker.com Email Address - Work HeatherBuentello@TheForeCompany.com Employer The Fore 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.

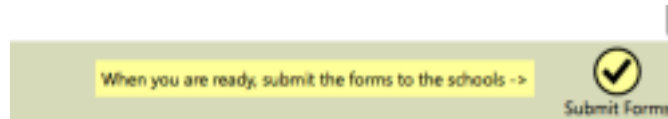
At the bottom of each completed form, check the box with red text indicating that you have completed the form. This checkbox serves as your electronic signature verifying that the data on the form is true and accurate.

Joe Barker  
01/20/16

Form 14 of 22

1 Errors Save Start Over

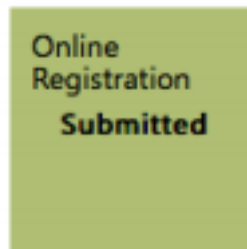
Some forms have required fields, which are indicated by an asterisk next to each one. If you mark a form complete but did not complete a required field, an error will appear in the right-hand side of the Tool Bar. The number inside the circle shows how many incomplete required fields need to be addressed. 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

## Tyler SIS Student 360 Parent Portal

- **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

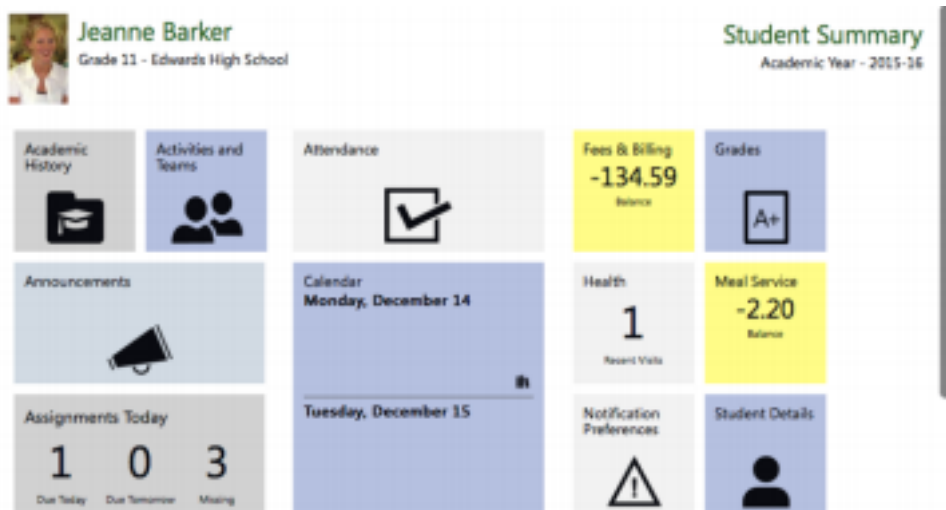
More	Meets	Term	Course	Teacher	Room
–	P1	Year	BIOLOGY	Sigh E	301
Subject Section H4020-07			Assignments	Attendance	Email Teacher
+	P2	Year	ENGLISH III	Sandford J	105
+	P3	Year	GEOMETRY	Griffing C	214
+	P4 Lunch	Sem1	CHILD DEVELOPMENT, CARE & GUIDANCE	Moistyne T	112
+	P5	Year	ACADEMIC CAREER LAB	Shoemaker P	209
+	P6	Year	AMERICAN HIST	Holliman 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.

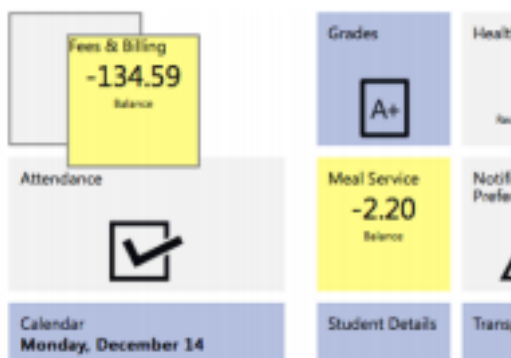
The first column on many Data Grid screens is labeled “More” with a + (plus sign) icon for each row. The + icon indicates more data is available. Clicking a + icon will expand the row, and the icon will change to a – (minus sign). Click the – icon to collapse that row and hide the extra details.

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

More	Year	School	Grade Level	Course	Attempted Credits	Earned Credits	S1	S2
+	1314	Transferred-In	09	GOVERNMENTAL STUDIES	0.5	0.5	D-	D-
Subject Section: H2001 Teacher: Include In GPA: Yes Transferred From: Jefferson Jr High								
+	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.

To update your address, emergency contacts, or any enrollment information please contact our front office at (314)989-8800 or email our secretary, Sue Brady, at [sbrady@ssdmo.org](mailto:sbrady@ssdmo.org).

### **District Wellness Program**

SSD will provide developmentally appropriate and sequential nutrition and physical education, as well as opportunities for physical activity for students and employees to participate in healthy dietary and lifestyle practices in a healthy environment. The wellness program will be implemented in a multidisciplinary fashion and will be evidence-based.

#### **Wellness Committee**

- Consists of 1 parent, 1 student, 1 school food service representative, 1 Board member, 1 school administrator, 1 member of the public, or other community members
- The district's Lead Nurse and Director of Special Education Schools will serve as the District Wellness Coordinators
- Meetings, records and votes of the Wellness Committee will adhere to the requirements of the Missouri Sunshine Law
- The committee will meet as necessary, but at least four (4) times annually
- Please contact an administrator if you are interested in being a member.

#### **Nutrition Guidelines**

- SSD's goal is to have all foods and beverages made available on campus are consistent with the Missouri Eat Smart nutrition guidelines
- SSD will create procedures regarding foods available to students in Pre-K through grade 12 throughout the school day in the following areas:
  - National School Lunch Program and School Breakfast Program meals
  - A la carte offerings in the food service program
  - Vending machines in all district schools
  - School stores
  - Classroom parties, celebrations, fundraisers, reinforcers, and school events
  - Snacks prepared or served in school programs
  - Vending machines will not be available to students during breakfast and lunch times.

#### **Nutrition and Physical Education**

- SSD will provide nutrition and physical education aligned with the Show-Me-Standards and Missouri's Frameworks for Curriculum Development in Health/Physical Education in all grades
- Physical activity, which may include regular physical education, recess and/or co-curricular activities, will be available in each school's education program from Pre-K through grade 12

#### **Other Activities**

- The Wellness Committee is charged with developing procedures addressing other school-based activities to promote wellness.

The committee will:

- develop guidelines for this policy;
- serve as a resource for district sites;
- submit recommendations on Policy revisions to the SSD Board of Education;
- act as a subcommittee of the Coordinated School Health program;
- develop other school-based activities to promote wellness.

## Evaluation

- The Wellness Coordinators are responsible for implementing and evaluating this policy; and shall report annually to the Board
- The program will be evaluated annually to assess achievement of annual and long-term goals for nutrition, physical education and activity, and other school activities

## 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

- Students will require medication during the school day
- In keeping with the Special School District policy, please follow these guidelines:
  - 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

## 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°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
- Head lice (see Head Lice Protocol)

If you keep your child at home for any reason, please call or text (314) 989-8800 or email [SBrady@ssdmo.org](mailto:SBrady@ssdmo.org). 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.

### **Return to School Following Illness**

*Students may not return to school until they are free from all symptoms for a 24-hour period (longer for COVID related symptoms). (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**

- 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. The principal will discontinue transportation during the child's absence from school
  - 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



## Positive Behavioral Interventions and Supports, Character Education, & Restorative Practices

We believe all behavior is a form of communication. We are proactive in behavior intervention through the use PBIS interventions, Character Education, and Restorative Practices.

### School Rules

Be Safe

Be Kind

Be Peaceful

Be Cooperative

### PBIS

Litzsinger Pride is the name of Litzsinger's school-wide positive behavior support program. The goal of Litzsinger Pride is to promote the school rules: Be Safe. Be Kind. Be Peaceful. Be Cooperative. Through direct instruction, teachers teach students pro-social skills in the classroom, in the community, and in all other areas of the school environment. Students are reinforced for demonstrating the school rules with "paw prints". Students then get to participate in school-wide and classroom activities to reinforce social skill development.

Litzsinger Pride activities are a favorite for the staff, students and administration at Litzsinger School. Students who earn a paw print are recognized weekly. The students who earn paw prints participate in:

- Arts and Crafts
- Ice Cream Socials
- Dances
- Carnival Activities
- Popcorn, Snow Cone and Cotton Candy gatherings
- All School Assemblies
- School Store

All members of the school community participate in the teaching of prosocial skills at and around Litzsinger School including paraeducators, secretaries, food service workers, custodians and bus drivers. You can help too! Talk to your child about the school rules. Ask your child to tell you about the school rules using words, gestures, pictures or communication devices! Reinforce the school rules in the home and during family activities to promote generalization of learning for your child. Remember...*Together Everyone Achieves More!*

### Character Education

Character education is the intentional effort to develop good character in young people. "When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right, and to do what they believe is right."

--Thomas Lickona, *Educating for Character*

### **Core Ethical Values and Performance Values**

These two aspects of character are mutually supportive. The core ethical values enable us to treat each other with fairness, respect, and care, and ensure that we pursue our performance goals in ethical rather than unethical ways. The performance values, in turn, enable us to act on our ethical values and make a positive difference in the world. We take initiative to right a wrong or be of service to others; we persevere to overcome problems and mend relationships; we work selflessly on behalf of others or for a noble cause, often without recognition or reward. In all realms of life, good intentions aren't enough; being our best requires work.

These school-based strategies do not replace the important contribution that parenting practices make to performance character development; nor do they reduce the need for schools to reach out to families as partners in encouraging their children's effort and learning. But these practices, especially taken together, can help to shape a school and peer-group culture that maximizes the motivation to learn and achieve, even in students who might not bring such dispositions to the classroom.

At Litzsinger we will focus on a different character trait each month. Staff will use lesson plans that combine Character Education and PBIS best practices.

### **Restorative Practices**

Restorative practices is the science of relationships and community. It is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease antisocial behavior, repair harm and restore relationships. Classrooms participate in daily Community Circles with the purpose of building community throughout the school. Restorative practices is how we build, maintain, and sustain healthy relationships through community building and repairing harm based off the needs of those involved.

## School and Classroom Observations

### Observations by Stakeholders Other than Parents

**Planned Outcome:** Stakeholders will gain information about special education schools in a way that maintains the integrity and continuity of instruction and programs.

**Rationale:** SSD Board Policy IGBC states the Board's belief that the education of each student is a responsibility shared by the school as well as the family. One element of parent involvement the policy lists is regular, two-way, meaningful communication between home and school, including personal visits. Policy KK states that parents and patrons are welcome to visit district schools: visitors must check in at the school office, obtain and wear a visitor badge, and refrain from disturbing classes, hindering the instructional process, or using the school as a site for visiting students.

The following rules and flow charts outline the process for stakeholders visiting and observing schools.

**Guidelines:**

1. Each observation will last no more than 60 minutes or one class period, whichever is less.
2. Observations will take place only after approval by the school administrator.
3. Any individual wishing to observe a school or classrooms will inform the school administrator of the purpose of the observation prior to starting the observation.
4. The staff member arranging the observation may show discretion about the areas to be observed. Reasons for omitting an area include ensuring the integrity and continuity of instruction, minimizing disruptions to students, ensuring the confidentiality of a student, or safety.
5. The school administrator has the right to identify classrooms, students, activities, and areas of the school to be observed.
6. All observations will be scheduled at least 48 hours in advance. The school administrator may waive this requirement.
7. The staff being observed will be selected by the school administrator in advance.
8. The school principal or designee will observe at the same time as a parent's representative. Students performing the observation to complete coursework will discuss this with the school administrator prior to starting the observation.
10. Stakeholders taking tours or completing observations will refrain from initiating interactions with students.
12. The frequency of tours or observations by an individual will be determined with the school administrator in advance. The principal has final discretion about the number of observations or tours.
13. All stakeholders will complete an observation agreement prior to the observation and provide it to the school administrator prior to the observation.
14. All stakeholders touring or observing will follow SSD Board policies.

15. Any of the above guidelines may be waived by the school administrator.

The school principal will maintain a written record of the date of each observation, the role(s) of observer(s), the number of observers, the classrooms or school area(s) observed, and pluses/deltas for each observation. The region leadership team will review these data to evaluate the efficiency of guidelines and the extent to which they facilitate achieving the planned outcome.

### **Observations by Parents**

**Planned Outcome:** Stakeholders will gain information about special education schools in a way that maintains the integrity and continuity of instruction and programs.

**Rationale:** SSD Board Policy IGBC states the Board's belief that the education of each student is a responsibility shared by the school as well as the family. One element of parent involvement the policy lists is regular, two-way, meaningful communication between home and school, including personal visits. Policy KK states that parents and patrons are welcome to visit district schools: visitors must check in at the school office, obtain and wear a visitor badge, and refrain from disturbing classes, hindering the instructional process, or using the school as a site for visiting students.

The following guidelines and flow chart outline the process for parents observing schools, classrooms, and school activities.

#### **Guidelines:**

1. Each observation will last no more than 60 minutes or one class period, whichever is less.
2. All tours and observations will take place only after approval by the school principal.
3. Parents of a student attending a partner district school who wish to visit a school must contact the Area Coordinator for their child's partner district school to arrange the tour. **The student's area coordinator will obtain permission from the parent to share information with the school principal.** The school principal and the student's Area Coordinator will **then** communicate about the student and the purpose of the facility tour prior to scheduling.
4. The staff member arranging the observation may exercise discretion about what school areas to show. Reasons for omitting an area include ensuring the integrity and continuity of instruction, minimizing disruptions to students, ensuring the confidentiality of a student, or safety.
5. The school administrator has the right to identify classrooms, students, activities, and areas of the school to be observed.
6. All observations will be scheduled at least 48 hours in advance. The school administrator may waive this requirement.
7. The staff being observed will be selected by the school administrator in advance, based upon the parents' stated purpose of the observation.
8. The school principal or designee will observe at the same time as the parent.
9. If the parent's child lives in an attendance area other than the one for the school at which the parent wishes to observe, the student's Area Coordinator must accompany the parent for the tour or observation. When the parent initially contacts the Area Coordinator about observing, the Area

Coordinator should refer the parent to the school in the student's attendance area and the parent must observe that school first.

10. Stakeholders taking tours or completing observations will refrain from initiating interactions with students or staff.
12. The frequency of tours or observations by an individual will be determined with the principal in advance. An individual may observe one time per academic quarter. Variation from this is to be requested of the principal. The principal has final discretion about the number of observations or tours.
13. All parents will complete an observation agreement prior to the observation and provide it to the school administrator prior to the observation or tour.
14. All parents observing will follow SSD Board policies.
15. Any of the above guidelines may be waived by the school administrator.

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:

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

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

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

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

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

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

<b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</b>	
<b>General Information</b> 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
<b>Complaints filed with LEA</b> 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)?	<b>Complaints filed with the Department</b> 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?
<b>Appeals</b> 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.

<sup>1</sup> Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

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

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

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

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

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

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

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



## **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:

- Sharing the housing of others (known as doubling-up) due to loss of housing or economic hardship •
- Living in motels, hotels, trailer parks, or camping grounds
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Living in a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
- 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, proof 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 liaison is Esthere Scott 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

## Child Abuse/Neglect Hotline, Courage2Report, HealthNet Contacts

### **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

### **Courage2Reports**

#### **Missouri's Statewide School Safety Threat Reporting System**

Toll-free Phone Line	1-866-748-7047
Report Online	<a href="https://www.mshp.dps.missouri.gov/MSHPWeb/Courage2ReportMO/index.html">https://www.mshp.dps.missouri.gov/MSHPWeb/Courage2ReportMO/index.html</a>
Download the free "Courage2ReportMO" mobile app in iTunes for Apple and Google Play Store for Android.	

### **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://mydss.mo.gov/healthcare/mohealthnet-for-kids>

**Toll-free phone number:** 855-373-4636

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>

## Student Code of Conduct

### DRUGS/ALCOHOL DISCIPLINE

#### **Discipline relating to a student or students possessing drugs or alcohol on school grounds or at a school-sponsored event**

Drugs and alcohol includes, but is not limited to unauthorized prescription drugs, alcoholic beverages, narcotic substances, unauthorized inhalants, illegal drugs, counterfeit, and controlled substances, imitation controlled substances, or drug or alcohol related paraphernalia (pipe, rolling papers, etc.).

**First Offense:** A student who is found to be in possession of, or under the influence of, alcohol or drugs on school grounds, at a school-sponsored activity or on any school property will receive an up to five (5) days suspension from school. This suspension may be an out-of-school suspension or a combination of out-of-school and in-school suspension. The number of days may be reduced, at the discretion of the building administrator, in the following manner:

The family would voluntarily agree to have the student go through a drug/alcohol assessment through the National Council on Alcohol and Drug Abuse (NCADA) or an agency mutually agreed upon by the family and the principal. This assessment could be used to reduce suspension days for the first-time offense.

**Second Offense:** A student who is found to be in possession of or under the influence of either alcohol or drugs on school grounds, at a school-sponsored activity or on any school property will receive a minimum of ten (10) days of suspension. This suspension may be an out-of-school suspension or a combination of out-of-school and in-school suspension at the discretion of the principal. The family will be encouraged to have the student go through drug/alcohol assessment through the National Council on Alcohol and Drug Abuse (NCADA) or an agency mutually agreed upon by the family and the principal. At the discretion of the principal and following the drug/alcohol assessment, the ten (10) day suspension may be reduced; the number of days will be determined by the principal.

Prior to the student's re-entry into school, a meeting with the principal, student and his/her parents/guardians will be held. The principal will determine what representatives from the District will participate in this re-entry meeting.

**Third Offense:** A student who is found to be in possession of or under the influence of either alcohol or drugs on school grounds, at a school-sponsored activity or on any school property will receive ten (10) days of suspension and a recommendation for further action/consequences to be determined by the superintendent.

For all offenses:

- Police will be informed of all offenses (first, second and third).
- At administrator discretion a safety check will be conducted to ensure the student does

not continue to bring contraband substances. This may include a search of belongings, person or vehicle.

- At administrator discretion the student may also receive a loss or adjustment of privileges based upon reasonable safety concerns.

### **Discipline related to students selling drugs/alcohol on school grounds or a school-sponsored event**

If an Administrator has a reasonable suspicion that a student is selling and/or distributing either drugs or alcohol on school grounds, at a school-sponsored activity or on any school property will receive ten (10) day out of school suspension and a recommendation for further actions/consequences to be determined by the superintendent. The police will be informed when it occurs.

### **TOBACCO USE**

All Special School District Schools are smoke free. The use and/or possession of tobacco and/or smokeless tobacco products will not be permitted in school buildings, on school premises, or at school sponsored activities. These products will be confiscated. Any violation of this policy resulting in disruption of the educational environment will result in more significant consequences.

A student who violates the District's tobacco use policy will be dealt with on an individual basis by the principal. The principal is empowered to impose or recommend the following, but not limited to:

- conference with the family or parent;
- seizing the tobacco product;
- removal of the student from extracurricular activities;
- recommendation of enrollment in smoking cessation programs;
- assignment to in-school suspension

### **Referral for Therapy**

Special School District seeks to be supportive of students who are using tobacco and wish to quit. Students who would like assistance are invited to see their counselor or the principal.

### **WEAPON(S) POSSESSION AND/OR USE**

Per Board Policy JFCJ, a student shall not possess, handle, use, or transmit a razor, knife, ice pick, gun (firearm), pellet-type gun, ammunition, brass knuckles, imitation gun, imitation weapon, mace, taser, tear gas container, pepper spray, stun guns, or other weapon. A weapon is defined as any object used or displayed, or which could be used or displayed with the intent to harm or intimidate persons or damage property. Students who unintentionally bring an object that could be considered a weapon should report this immediately to an administrator.

When a legitimate item (such as a scissors or other classroom items) is used or displayed as a potential weapon against another person or property, the weapon policy will be enforced.

First Offense and All Other Offenses (any time during a student's enrollment): Up to 10 days out-of-school suspension and/or recommendation to the Superintendent for a hearing to determine

additional days of suspension up to 180 days and/or recommendation to the Board of Education for expulsion. Police may be contacted when a weapon is used or attempted to be used.

### **Firearms**

A student possessing a firearm in a school building, on school property, or at a school function will be permanently expelled from the school district, or suspended for a minimum of one school year, unless the Superintendent or the Board determines, in the exercise of the Superintendent's or Board's discretion, that such a permanent expulsion or one-year suspension is not appropriate in the particular case. For the purposes of this paragraph, a firearm shall be defined as any weapon which can expel a projectile by the action of an explosive (§571.010.2.RSMo.).

### **DRESS CODE ADDITIONAL CRITERIA**

1. Students are not permitted to wear any head coverings inside the school building including but not limited to hats, skull caps, bandanas, do-rags, bonnets, scarves, wave caps, shower caps, hoods, ski masks, non-medical face masks, etc. except for religious reasons, documented medical reasons, or instructional purposes.
2. In the technical high schools all students are expected to attend every day in professional dress appropriate for their program.

### **CYBERBULLYING/BULLYING**

The District policy JFCF-R prohibits cyberbullying that does not involve District property, activities or technology resources. This includes but is not limited to in person communication as well as digital methods such as text chains, group chats, social media posts/messages, phone calls, etc. The District will impose consequences and discipline for those who engage in cyberbullying if:

- a. there is a sufficient nexus to the educational environment,
- b. the behavior materially and substantially disrupts the educational environment,
- c. the communication involves a threat as defined by law, or
- d. the District is otherwise allowed by law to address the behavior.

### **Discipline Referral Process**

At Litzsinger, we firmly believe that discipline serves as a means to support the growth and development of our students while ensuring a safe and enriching learning environment for all. Our intention is never to impose punishment for its own sake, but rather to equip young individuals with the necessary tools for both academic success and personal growth. We take the time to understand the unique needs of each student and approach their challenges with patience and appropriate support, aiming to enable every student to thrive.

Our ultimate aspiration is to inspire self-discipline in every student, fostering a lifelong trait that will benefit them beyond their academic years. We strive to approach student behavior without bias, acknowledging that it often arises from underlying issues or events in their lives, be it related to their homes, families, peers, social media, or the community. Our approach to discipline revolves around

fostering growth rather than imposing punitive measures. We consistently convey the message that all students have the capacity to make positive choices that lead to success.

Our discipline policy is designed with the ultimate goal of teaching students the skills necessary to monitor and correct their own behavior, thereby ensuring an engaged and productive learning environment. We understand that maintaining students' active participation in the learning process is crucial. As a staff, we are committed to administering discipline rules consistently, fairly, and equitably.

Creating positive relationships with our students is the foundation of effective classroom management. Teachers bear the responsibility of cultivating a classroom environment that is conducive to learning. Through the use of community building circles, we aim to foster a caring community that takes care of and supports one another. We firmly believe that classrooms characterized by strong, positive relationships between students and teachers foster engaging learning environments. We recognize that learning flourishes within a community where students collaborate with one another and develop the skills necessary to thrive in both society and the workforce. Consequently, any form of classroom disruption or actions that impede the educational process are not deemed acceptable.

In the case of a classroom disruption the following table outlines our discipline referral process:

Scenario	Response
Initial Problem	Classroom staff refers to BIP (if applicable) and redirects student to the expected behavior.
Continued Problem	Classroom staff implements a behavior management technique within or near the classroom, including but not limited to offering the student a break or strategy.
Problem is not resolved after first trying to solve the issue within or near the classroom.	Classroom staff may direct the student to the refocus room. *Note: If the initial problem includes a behavior that is dangerous or unsafe in nature, the use of the refocus room may be the first response.
Problem is not resolved, student escalates, or student refuses to utilize the refocus room.	Classroom staff may call for support and/or a room clear may be utilized. Once in refocus the student should process with an adult present at the time of the unexpected behavior. This time of reflection is meant to help the student plan for appropriate or expected behaviors in the future, as well as to make a plan to restore any harm that may have been caused. The goal is always for the the student to regulate and return to class as soon as safety and resolution allows. Resolution may include a restorative conversation

	with all parties involved and may or may not include family members.
Problem is not resolved, student escalates, and the student is engaging in behaviors that are dangerous or unsafe in nature.	Classroom or support staff can call for an administrator. Teacher will contact family.
Problem is not resolved after administrative consult.	Include more intensive, individualized interventions. Depending upon the severity, repeated nature of the behavior and/or safety concerns, this may include the student's short-term removal from class and/or school. Administrator will contact family.
Note*: If the initial problem was a Safe School Violation the student should be immediately directed to the refocus room and an administrator should be called.	May include long-term administrative supported, out-of-school exclusionary and referral responses such as a long-term suspension or expulsion.

When making disciplinary decisions, our administrative team carefully considers a range of factors to ensure fairness and understanding. These factors include:

- Student's age and cognitive ability: We take into account the developmental stage and cognitive abilities of the student involved, recognizing that disciplinary measures should be age-appropriate and aligned with their understanding.
- Circumstances surrounding the incident: We thoroughly examine the specific details and context of the incident in question, understanding that each situation is unique and requires a comprehensive evaluation.
- Previous serious disciplinary infractions: We consider any prior instances of misconduct, taking into account the nature of the misconduct, the frequency of such behavior, and the progressive disciplinary actions that have been implemented in response.
- Imminent threat of serious harm: We prioritize the safety and well-being of all individuals within our school community. If there is a clear and immediate risk of serious harm, our response will be swift and focused on ensuring the safety of everyone involved.
- Other mitigating or aggravating circumstances: We recognize that certain circumstances, such as hate language, images, or symbols, have the potential to cause substantial disruption. While we prohibit their inclusion or display, we are committed to promoting responsible discussions surrounding these subjects for educational purposes.

By taking into account these factors, we strive to approach disciplinary decisions in a fair, understanding, and thoughtful manner that fosters a safe and supportive learning environment for all students. Creating a warm and inclusive school environment is a shared aspiration for everyone involved - students, families, staff, and the community at large. Through collaboration and mutual support, we can transform our school into a truly exceptional place of learning and growth.





**Bell to Bell, NO CELL Policy**

We understand that in this day and age, students may need a phone before or after school, however, there is no educational need for phones during the school day. Through the years student cell phone use at Litzsinger has lead to multiple safety concerns and even theft. We would appreciate your support in enforcing our **BELL TO BELL, NO CELL POLICY.**

Students are expected to turn their phones and other electronic devices into classroom staff at the beginning of each day (8:45am). They will be kept in a secure location within the classroom, and staff will return them to students at the end of each day (3:25pm).

The first time a student refuses to turn their phone in, it will be taken. The family will be notified, and their phone will be returned to them at the end of the day.

The second time a student refuses to turn their phone in, it will be taken. Their phone will be given to administration. A family member will have to come to school to get the phone.

## **Emergency Plans & Drills**

Drills will be announced over the intercom. Follow up directions may be announced over the intercom or through School Messenger.

### **Fire Evacuations**

- Evacuate students per building evacuation maps to the upper lot or playground.
- The upper annex classrooms, the main building classrooms, and the office will dismiss to the Upper Lot.
- The lower annex classrooms will dismiss to the playground.
- Hold up white emergency binder with the GREEN side up if all students are accounted for and are safe or RED if students are not accounted for and need assistance.
- Wait for the “all clear” before returning to the building.

### **Earthquake**

- Drop, cover and hold on.
- Stay put for aftershocks.
- Ambulatory students should get under a desk or table.
- Students in wheelchairs should have breaks locked immediately. A mat or blanket can be used to cover them if available.
- Notify the office with the red button if you need assistance.
- If you can access your white emergency binder, place the GREEN side up if all students are accounted for and are safe and RED if students are not accounted for and need assistance.
- Wait for the “all clear”

### **Tornado/Severe Weather**

- Tornado Watch: Stay vigilant and stay inside.
- Tornado Warning: When the alarm sounds, move to the designated safe area. The gym is our storm shelter. All students should evacuate to the gymnasium.
- Have the students assume the protective squatting position (if they are able to), against a wall and cover their heads.
- Students in wheelchairs should be placed as close to the wall as possible. - Bring your white emergency binder with you. Place the GREEN side up if all students are accounted for and are safe and RED if students are not accounted for and need assistance.

### **Hazardous Materials**

- Report any fumes or unusual smells to the office.
- If outside, move upwind and uphill away from any vapors.
- If inside, move to a room or location where there is no evidence of fumes. - Be prepared to evacuate the building if directed to do so.
- Bring your white emergency binder with you. Place the GREEN side up if all students are accounted for and are safe and RED if students are not accounted for and need assistance.
- Await for announced instructions before returning to the area or building

### **Intruder with or without a weapon**

- To maintain the safety of our students and staff, we wish to not publicly share the steps we take in the event of an intruder. Please know that we practice these scenarios and are as prepared as we can be. If you have further questions please contact Litzsinger administration through the main office at (314)989-8800.

### Litzsinger Family- School Compact

Our mission at Litzsinger School is to provide students with an individualized education aligned to Missouri Learning Standards that cultivates responsibility, promotes character development, and enables them to contribute to the community in positive ways.

#### Purpose of the Compact

The Family-School Compact is a mutually agreed upon plan to maximize student learning by fostering the relationships between home and school. The Compact outlines resources and communication the school will provide to students and families. These are connected to our School Improvement Plan.

#### TEACHERS WILL...

- Build relationships with families and students
- Communicate regularly regarding academic progress
- Include students in annual IEP as much as possible
- Share learning activities for families to complete at home that will be aligned to state standards
- Provide opportunities twice a year outside of the IEP(Fall and Spring) for parents to conference with teacher

#### FAMILIES WILL...

- Share their hopes and dreams for their student
- Send their student to school regularly
- Review communication sent home and ask questions
- Involve their student in monthly learning activities posted by school
- Participate in school-wide family activities hosted by the school and IEP meetings - Review Family Compact and Code of Conduct with students

#### STUDENTS WILL...

- Review the Family Compact and Code of Conduct with my family
- Share hopes and dreams with family and school
- Complete monthly learning activities with my family
- Share the events of my day with my family
- Participate in my annual IEP as much as possible
- Share communication with family that is sent home
- Review the school rules: Be Cooperative, Be Kind, Be Safe, Be Peaceful
- Ask questions

#### Goals for Student Achievement

- Improve the quality of instruction in literacy and writing for all students.
- Improve the quality of instruction in numeracy for all students.
- Increasing and improving prevention and intervention efforts for behavioral/social success for all students.
- Increasing family engagement by building the capacity of families and educators to partner together for improved academic outcomes for students.

*As partners for student success, we agree to this plan for the 2022-2023 school year. **Please sign and return.***

\_\_\_\_\_  
Family Signature

  
\_\_\_\_\_  
Principal Signature

## BOARD POLICIES

The board policies below are detailed in the following pages:

- AC Prohibition Against Discrimination, Harassment, & Retaliation
- AC-R Prohibition Against Discrimination, Harassment, & Retaliation- Regulations
- EHB- Technology Usage
- IGA Basic Instructional Programs
- IGBC Parent & Family Engagement
- JFCF Bullying
- JG Student Discipline
- JG-R Student Discipline Regulations
- JGGA Behavior Intervention Strategies
- JGGA-R Behavior Intervention Strategies- Regulations
- JHDC Student Suicide Awareness, Prevention, and Intervention
- JHDC-R Student Suicide Awareness, Prevention, and Intervention Regulations
- KL – Concerns and Complaints
- KL-R Public Concerns and Complaints Regulation

All other board policies can be found by following the link below  
<http://www.boarddocs.com/mo/ssdmo/Board.nsf/Public>  
or by scanning the QR code to the right.



## **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION**

### **General Rule**

The District strictly prohibits discrimination and harassment against employees, students, or others on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, veteran status, age, genetic information, or any other characteristic protected by law. The District is an equal opportunity employer.

In addition, employees and applicants will not be retaliated against for opposing discriminatory practices, filing discrimination complaints, or participating in investigations of these complaints, including when responding to questions during investigations. Retaliatory actions include, but are not limited to, acts of intimidation, threats, coercion, or discrimination against those who report, make complaints of, or participate in an investigation, formal proceeding, or informal resolution, whether conducted internally or outside the District, of prohibited discrimination or harassment.

The District also prohibits discrimination based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA.

### **Boy Scouts of America Equal Access Act**

As required by law, the District will provide equal access to District facilities and related benefits and services. The District will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America, or any other youth group designated in applicable federal law.

### **The Board also prohibits:**

- 1) Aiding, abetting, inciting, compelling, or coercing discrimination, harassment, or retaliatory actions; and
- 2) Discrimination, harassment, or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy.

All employees, students, and visitors must immediately report to the District for investigation any incident or behavior that could constitute illegal discrimination, harassment, or retaliation in accordance with this policy. As allowed by law, the District will investigate and address illegal discrimination, harassment, and retaliation that negatively impacts the school environment, including instances that occur off District property or are unrelated to the District's activities.

### **Interim Measures**

When a report is made or the District otherwise learns of allegedly illegal discrimination, harassment, or retaliation, the District will take immediate action to protect the alleged victim, witnesses, or participants in the investigation including implementing interim measures.

## **Consequences and Remedies**

If the District determines that illegal discrimination, harassment, or retaliation has occurred, the District will take prompt, effective, and appropriate action to address the behavior, prevent its recurrence, and remedy its effects.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors, or others who violate this policy may be prohibited from District property or otherwise restricted while on District property. The Superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

Students, employees, and others will not be disciplined for speech in circumstances where it is protected by law.

In accordance with law and District policy, any person suspected of abusing or neglecting a child will be reported immediately to the Children's Division.

## **Public Notice**

The Superintendent or designee will continuously publicize the District's policy prohibiting illegal discrimination, harassment, and retaliation and disseminate information on how to report illegal discrimination, harassment, and retaliation.

## **Reporting**

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute illegal discrimination, harassment, or retaliation directly to the Compliance Officer or acting Compliance Officer. If a student alleges sexual misconduct on the part of any District employee to any person employed by the District, that person will immediately report the allegation to the Children's Division in accordance with state law.

## **Student-on-Student Harassment**

Administrators have the ability to immediately discipline a student for prohibited behavior in accordance with the District's discipline policy. Administrators will report all incidents of illegal discrimination, harassment, and retaliation to the Compliance Officer and will direct the parent/guardian and student to the Compliance Officer who may determine that the incident has been appropriately addressed or recommend additional action.

When a complaint is filed, the investigation and complaint process detailed below will be used.

## **Investigation**

The District will immediately investigate all complaints of unlawful discrimination, harassment, or retaliation pursuant to this policy. All persons are required to cooperate fully in the investigation.

## Training

The District will provide training to employees on identifying and reporting acts that may constitute illegal discrimination, harassment, or retaliation.

The District will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

Adopted: September 10, 1985

Revised: January 26, 2021  
May 26, 2020  
November 15, 2016  
May 8, 2012  
April 13, 2010  
September 24, 2002  
July 11, 2000  
March 14, 1995

Cross Refs: BCC, Appointed Board Officials  
ECG, Animals on District Property  
EFB, Free and Reduced-Price Meals  
EHB, Technology Usage  
GBAC, Staffing with and Employing Retirees  
GBCB, Staff Conduct  
GBCC, Staff Use of Communication Devices  
GBH, Staff/Student Relations  
GBL, Personnel Records  
GBLB, References  
GCBA, Professional Staff Compensation  
GCD, Professional Staff Hiring  
GCPD, Administrative Leave and Suspension of Professional Staff Members  
GCPE, Termination of Professional Staff Members  
GCPF, Renewal of Professional Staff Members  
GDBA, Support Staff Compensation  
GDC, Support Staff Recruiting and Hiring  
GDPD, Placement on Administrative Leave and Suspension of Support Staff Members  
GDPE, Nonrenewal and Termination of Support Staff Members  
IGAEB, Teaching about Human Sexuality  
IGBCB, Programs for Migratory Students  
IGBH, Programs for English Learners  
IGCD, Virtual Courses  
IGD, District-Sponsored Extracurricular Activities and Groups  
IICC, School Volunteers  
INC, Speakers at District Events  
IND, Ceremonies and Observances

JFCF, Bullying  
JFCG, Hazing  
JG, Student Discipline  
JHCF, Student Allergy Prevention and Response  
JHG, Reporting and Investigating Child Abuse/Neglect  
KG, Community Use of District Facilities  
KK, Visitors to District Property/Events  
KL, Public Concerns and Complaints  
KLA, Concerns and Complaints Regarding Federal Programs

Legal Refs.: §§ 105.255, 160.261, 162.068, 213.010-.137, 290.400-.450, RSMo.  
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 – 1417  
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681  
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905  
Equal Pay Act, 29 U.S.C. § 206(d)  
Age Discrimination in Employment Act, 29 U.S.C. §§ 621-631  
The Rehabilitation Act of 1973, Section 504 29 U.S.C. § 794  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d – 2000d-7  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e-1 - 2000e-17  
Genetic Information Nondiscrimination Act, 42 U.S.C. §§ 2000ff – 2000ff-11  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101 – 6107  
Americans with Disabilities Act, 42 U.S.C. §§ 12101 – 12213  
Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 – 1760  
Child Nutrition Act of 1966, 42 U.S.C. §§ 1777 – 1785  
7 C.F.R. Parts 210, 215, 220 and 225  
*Bostock v. Clayton County*, 590 U.S. \_\_\_\_ (2020)  
*Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629 (1999)  
*Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)  
*Burlington Indust. v. Ellerth*, 524 U.S. 742 (1998)  
*Gebser v. Lago Vista Ind. Sch. Dist.*, 524 U.S. 274 (1998)  
*Oncale v. Sundowner Offshore Serv.*, 523 U.S. 75 (1998)  
*Harris v. Forklift Syst., Inc.*, 510 U.S. 17 (1993)



## **PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT, AND RETALIATION COMPLIANCE COMPLAINT PROCEDURE**

Discrimination, harassment, or retaliation against employees, students, or others on the basis of 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 law is strictly prohibited in accordance with applicable law. Illegal retaliation is prohibited, as well. The following are the definitions of and procedures for reporting, investigation, and resolution of complaints of illegal discrimination, harassment, and retaliation.

### *Definitions*

*Complaint* - Submission to the District compliance officer of a written allegation that there has been a violation of Policy AC. The complaint must include:

- Date of filing.
- Discrimination category at issue (e.g., sex, national origin, etc.).
- Names of persons involved, including possible witnesses.
- Facts alleged to have happened.
- A statement of why the facts constitutes a violation of Policy AC.
- A suggestion of the desired remedy.
- A description of any informal adjustment attempts or progress within the complainant's knowledge as of the date of the complaint. Exhibits may be attached.

*Complainant* - A person who, by the filing of a complaint under this procedure, claims to be the victim, or the parent or guardian of a student who claims the student was a victim of a violation of Policy AC.

*Working Days* - Days on which the District's business offices are open.

### *Discrimination* -

- Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons.
- In violation of law 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 law, or based on a belief that such a characteristic exists.

*Harassment* - A form of discrimination, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, sex, national origin, sexual orientation, ancestry, disability, veteran status, age, genetic information, or any other characteristic protected by law or based on a belief that such a characteristic exists:

- Graffiti.
- Display of written material or pictures.
- Name calling, teasing, or taunting.

- Insults.
- Derogatory remarks or slurs.
- Jokes.
- Gestures.
- Threatening, intimidating, or hostile acts.
- Physical acts of aggression, assault, or violence.
- Theft.
- Damage to property.
- Threatening, intimidating, derogatory, or hostile email, text, or social media posting.

*Sexual Harassment* - A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when:

- Benefits or decisions are implicitly or explicitly conditioned upon submission to or punishment is applied for refusing to comply with unwelcome sexual advances, requests for sexual favors, or conduct of a sexual nature.
- The school or work environment becomes permeated with intimidation, ridicule, or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the District's programs and activities or the conditions of employment.

Sexual harassment may occur between members of the same or opposite sex. The District presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance. "Sexual Harassment under Title IX" is a subset of this definition, and the District's response to qualifying allegations as set forth in Policy ACA.

Behaviors that could constitute sexual harassment include, but are not limited to:

- Sexual advances and requests or pressure of any kind for sexual favors, activities, or contact.
- Conditioning grades, promotions, rewards, or privileges on submission to sexual favors, activities, or contact.
- Punishing or reprimanding persons who refuse to comply with sexual requests, activities, or contact.
- Graffiti, name calling, slurs, jokes, gestures, or communications of a sexual nature or based on sex.
- Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching, or rubbing.
- Comments about an individual's body, sexual activity, or sexual attractiveness.
- Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability, or use of drugs or alcohol.
- Gender-based harassment and acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving the conduct of a sexual nature.

*Retaliation* - Actions including, but not limited to, acts of intimidation, threats, coercion, or discrimination against those who:

- Make complaints of prohibited discrimination or harassment.
- Report prohibited discrimination or harassment.
- Participate in an investigation, formal proceeding, or informal resolution, whether conducted internally or outside the District, concerning prohibited discrimination or harassment.

6. **Compliance Officer** - The individual responsible for implementing this policy, including the Acting Compliance Officer when he or she is performing duties of the compliance officer.

### *Reporting*

All employees, students, and visitors must immediately report to the District any incident or behavior that could constitute illegal discrimination, harassment, or retaliation. If a student alleges sexual misconduct on the part of any District employee to any person employed by the District, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services (DSS) in accordance with state law. In accordance with law and District policy, any person suspected of abusing or neglecting a child will be reported immediately to the Children's Division (CD) of the Department of Social Services, or the Missouri Department of Health and Senior Services (DHSS). In accordance with this policy and as allowed by law, the District will investigate and address illegal discrimination, harassment or and retaliation that occurs and whether it negatively impacts the school environment, including instances that occur off District property, are unrelated to the District's activities, or occur on social media. The District will investigate and address the behavior in accordance with this policy, as allowed by law.

Any person or representative alleging discrimination based on prohibitions from the U.S. Department of Agriculture (USDA) has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the District's compliance officer using the process outlined in Policy EF.

### *Interim Measures*

When a report is made or the District otherwise learns of potential illegal discrimination, harassment, or retaliation, the District will take immediate action to protect the alleged victim, including implementing interim measures. For example, the District may alter a class seating arrangement, provide additional supervision for a student, or suspend an employee pending an investigation. The District will take immediate steps to prevent retaliation against the alleged victim, any person associated with the alleged victim, or any witnesses or participants in the investigation. These steps may include, but are not limited to, notifying students, employees, and others that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of illegal discrimination, harassment, or retaliation have occurred.

### *Compliance Officers*

The Board designates the following individuals to act as the district's compliance officers:

Student Issues:

Susan Henry, Compliance Liaison Director

Special School District of St. Louis County  
12110 Clayton Road  
Town and Country, Missouri 63131  
Phone: (314) 989-8143  
Email: [srhenry@ssdmo.org](mailto:srhenry@ssdmo.org)

Employee Issues:  
Chief Human Resources Officer  
Special School District of St. Louis County  
12110 Clayton Road  
Town and Country, Missouri 63131  
Phone: (314) 989-8100      Fax: (314) 989-8449

Visitor Issues:  
John Mueller, Safety and Security Director  
Special School District of St. Louis County  
12110 Clayton Road  
Town and Country, Missouri 63131  
Phone: (314) 989-810081  
E-mail: [jpmueller@ssdmo.org](mailto:jpmueller@ssdmo.org)

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer:

Dr. Elizabeth Keenan, Superintendent  
Special School District of St. Louis County  
12110 Town and Country, Missouri 63131  
Phone: (314) 989-8281  
Fax: (314) 989-8440  
E-mail: [ekenan@ssdmo.org](mailto:ekenan@ssdmo.org)

The compliance officer will:

- Coordinate District compliance with this policy and the law.
- Receive all complaints regarding illegal discrimination, harassment, and retaliation in the District.
- Serve as the District's designated Title IX, Section 504, and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.
- Investigate or assign persons to investigate complaints, monitor the status of complaints to ensure that additional illegal discrimination, harassment, and retaliation do not occur. and recommend consequences.
- Review evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
- Determine whether District employees with knowledge of illegal discrimination, harassment, or retaliation failed to carry out their reporting duties and recommend

disciplinary action, if necessary.

- Oversee illegal discrimination, harassment, or retaliation complaints, including identifying and addressing any patterns or systemic problems, and reporting such problems and patterns to the superintendent or the Board.
- Seek legal advice when necessary to enforce this policy.
- Make recommendations regarding changing this policy or the implementation of this policy.
- Institute and coordinate training programs for District staff and supervisors as necessary to meet this policy's goals, including instruction in recognizing behavior that constitutes illegal discrimination, harassment, and retaliation.
- Perform other duties as assigned by the superintendent.

### *General Provisions*

1. Students, employees, and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so.
2. All persons must report incidents that might constitute discrimination, harassment, or retaliation directly to the compliance officer. All District employees will instruct all persons seeking to make a complaint to communicate directly with the compliance officer. Even if the potential suspected victim of illegal discrimination, harassment, or retaliation does not file a complaint, District employees are required to report to the compliance officer any observations, rumors, or other information regarding actions prohibited by the policy. If a verbal complaint is made, the person will be asked to submit a written complaint to the compliance officer. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A complaint is not needed for the District to take action upon finding a violation of law, District policy, or District expectations. Even if a complaint is not directly filed, if the compliance officer otherwise learns about possible illegal discrimination, harassment, or retaliation, including violence, the District may conduct a prompt, impartial, adequate, reliable, and thorough investigation to determine whether unlawful conduct occurred and may implement appropriate interim measures, if necessary.
3. This complaint procedure exists to provide formal resolution of complaints that Policy AC has been violated. It does not prohibit the informal resolution of any complaint. In addition to keeping the superintendent informed of likely violations of Policy AC throughout the district, the compliance officer should also confidentially contact putative victims of likely violations of Policy AC to investigate, further explain Policy AC if necessary, and make sure the putative victim is aware of the complaint procedure. Actions involving employees or students implemented as remedial action for a violation of policy AC are not exempt from such constitutional due process requirements as apply case-by-case, to such an individual and/ or the nature of the action taken. However, this regulation is not meant to provide any additional substantive or procedural rights to employees or students who must be involved in remedial actions.
4. All documents, communications, and records pertaining to this complaint procedure will be kept separate from personnel records of employees.
5. The District will not be relieved of its responsibility to respond to a complaint filed under this complaint procedure by the fact that an outside enforcing agency has received a complaint arising from the same circumstances.
6. Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

7. To the extent permitted by law, the District may investigate complaints, even if an outside enforcing agency such as the Office for Civil Rights, law enforcement, or the CD is also investigating a complaint arising from the same circumstances.
8. The District will only share information regarding an individually identifiable student or employee with the person filing the complaint or other persons if allowed by law and in accordance with Board policy.
9. Upon receiving a complaint, the District may implement interim measures as described in this policy if necessary to prevent further potential illegal discrimination, harassment, or retaliation during the pending investigation.
10. The District will investigate all complaints. All persons are required to cooperate fully in the investigation. The compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation. In determining whether alleged conduct constitutes illegal discrimination, harassment, or retaliation, the District will consider the circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred, and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and circumstances.
11. If, after investigation, school officials determine that it is more likely than not that illegal discrimination, harassment, retaliation, or other prohibited behavior has occurred, the District will take immediate corrective action. The District will take prompt, effective, and appropriate action to address the behavior, prevent its recurrence and remedy its effects.
12. Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors, or others who violate this policy may be prohibited from school grounds, District property, or otherwise restricted while on school grounds/District property. The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

### *Complaint Procedure*

*Level I* - A complaint is to be filed with the compliance officer. The Human Resources Department (if an employee complaint), the compliance liaison director (if a student complaint), the safety and security director (if a visitor complaint), or their designee will handle the complaint. The human resources department, compliance officer, safety and security director, or a designee shall conduct an investigation, including interviews that are reasonably necessary, such as interviews of the complainant and witnesses identified by the complaint. The human resources department, compliance officer, safety and security director, or designee will:

- Gather the facts.
- Draw conclusions on whether they constitute a violation of Policy AC based on the appropriate, legal standards.
- If a violation of Policy AC is found, the human resources department, compliance officer, safety and security director, or designee will document in writing what remedial action will be implemented to address the illegal discrimination, harassment, or retaliation; prevent recurrence; and remedy its effects. The complainant will be notified in writing, of the completion of the investigation. Notification will be provided in accordance with law and District policy. The District's compliance officer or designee will determine whether the District policy was violated.

*Level II* - After receiving notification of the completion of Level I, the complainant may request review by the superintendent. The superintendent may refer the matter to a designee. The superintendent or designee will review the Level I materials, conduct further investigations if necessary, and seek counsel if necessary. The superintendent or designee will evaluate whether a violation of Policy AC exists and, if so, what remedial actions will be implemented. The complainant will be notified in writing of the completion of the investigation. The superintendent or designee will send a copy of the notification to the compliance officer. For District purposes, and without waiving the right to take any actions later deemed necessary, the completion of the superintendent's or designee's review and any actions taken are final.

### *Student-on-Student Harassment*

Building-level administrators are in a unique position to identify and address illegal discrimination, harassment, and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a complaint. Administrators have the ability to immediately discipline a student for prohibited behavior in accordance with the District's discipline policy.

Administrators will report all incidents of illegal discrimination, harassment, and retaliation to the compliance officer and will direct the parent/guardian and student to the compliance officer who may determine that the incident has been appropriately addressed or recommend additional action. When a complaint is filed, the investigation and complaint process detailed above will be used.

### *Confidentiality and Records*

Information may be disclosed if necessary to further the investigation, or resolution of a complaint, or if necessary to carry out disciplinary measures. The District will disclose information to the District's attorney, law enforcement, the CD, and others, when necessary to enforce this policy and in accordance with applicable law. In implementing this policy, the District will comply with state and federal laws. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The District will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and applicable law.

### *Training*

The District will instruct employees to make all complaints to the District's compliance officer or acting compliance officer and will provide current contact information for these persons. The District will inform employees of the consequences of violating this policy and the remedies the District may use to rectify policy violations. All employees will have access to the District's current policy, required notices, and complaint forms.

### *Public Notice*

The superintendent or designee will continuously publicize the District's policy prohibiting illegal discrimination, harassment, and retaliation and disseminate information on how to report the same. A copy of this policy will be made available online to the public, employees, families, and students. The District

will provide information in alternative formats when necessary to accommodate persons with disabilities.

Adopted: July 11, 2000

Revised: February 22, 2022  
May 26, 2020  
December 13, 2016  
June 26, 2012  
August 10, 2010

A handwritten signature in blue ink that reads "Elizabeth Keenan". The signature is written in a cursive style with a large initial "E".

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Superintendent of Schools



## TECHNOLOGY USAGE

The District's technology resources exist for the primary purpose of enhancing the educational opportunities and achievement of District students and ensuring the efficiency of District operations.

The purpose of this policy is to facilitate appropriate access to District technology and to create a safe environment in which to use that technology. The superintendent or designee is directed to create and regularly review regulations and procedures to implement this policy, to administer the technology program of the District, to regularly review those procedures to ensure they are current and effective, and to support its use by staff and students.

The superintendent or designee will review and disseminate a procedure that allows students, employees, or other users to request that the District review or adjust the content filter to allow access to a website or specific content.

### *Inventory and Disposal*

The District will regularly inventory all District technology resources in accordance with the District's policies on inventory management. Technology resources that are no longer needed will be disposed of in accordance with law and District policies and procedures related to the disposal of surplus property.

Adopted: June 9, 2009  
May 25, 2022

Revised: March 18, 2022  
February 27, 2018  
May 8, 2012

### Cross Refs:

AC, Prohibition against Discrimination, Harassment and Retaliation

DID, Inventory Management

DN, Surplus Property

GBCC, Staff Use of Communication Devices

GBH, Staff/Student Relations

IGAEB, Teaching about Human Sexuality

IGDB, Student Publications

IGDBA, Distribution of Noncurricular /Unofficial Student Publications

JFCF, Bullying

JFCG, Hazing

JG--R, Student Discipline

JO, Student Records

KB, Public Information Program

Legal Refs: §§ 170.051, 182.827, 431.055, 537.525, 542.402, 569.095 - .099, 610.010  
.028, RSMo.

Chapter 109, RSMo.

Chapter 573, RSMo

Electronic Communications Privacy Act, 18 U.S.C. §§ 2510--2520

Stored Communications Act, 18 U.S.C. §§ 2701 - 2711

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g

Children's Internet Protection Act, 47 U.S.C. § 254(h)

47 C.F.R. § 54.520

Federal Rule of Civil Procedure 34

*City of Ontario v. Quon*, 130 S. Ct. 2619 (2010)

*Reno v. ACLU*, 521 U.S. 844 (1997)

*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988)

*Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675 (1986)

*Sony Corp. of America v. Universal City Studios, Inc.*, 464 U.S. 417 (1984)

*FCC v. Pacifica Foundation*, 438 U.S. 726 (1978)

*Ginsberg v. New York*, 390 U.S. 629 (1968)

*Biby v. Bd. of Regents of the Univ. of Nebraska*, 419 F.3d 845 (8<sup>th</sup> Cir. 2005)

*Henerey v. City of St. Charles Sch. Dist.*, 200 F.3d 1128 (8th Cir. 1999)

*Bystrom v. Fridley High Sch. Ind. Sch. Dist.*, 822 F.2d 747 (8th Cir.  
1987)

*Beussink v. Woodland R--IV Sch. Dist.*, 30 F. Supp. 2d 1175 (E.D. Mo 1998)

*Parents, Families, and Friends of Lesbians and Gays, Inc. v. Camdenton R-III  
Sch. Dist.*, 853 F. Supp. 2d 888 (W.D.Mo. 2012)

<http://revisor.mo.gov/main/Home.aspx>

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

<http://www.ecfr.gov/cgi-bin/ECFR?page=browse>

## **Basic Instructional Programs**

The educational program of Special School District will provide for formal studies to (a) meet the goals and objectives of a student's Individualized Education Program (IEP), (b) develop technical skills in their chosen career technical education specialty and (c) advance toward high school graduation. In addition, the educational program will provide opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, and other specialized fields. At all levels, provision will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

Students educated in a partner district or an agency with which SSD contracts for services will follow the curriculum of that district or agency. Any agency that the District contracts with for services will follow curriculum which meets state laws, the regulations of Department of Elementary and Secondary Education and the State Board of Education.

The Students in District career-technical schools and special education schools will follow the curriculum developed by the District. The District's instructional programs will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all students served by the District. The curriculum will meet requirements established by state law, the regulations of Department of Elementary and Secondary Education and the State Board of Education.

The goals of the District's instructional programs shall address cognitive, physical, social and career development. Any instructional program which is required by state or federal law will be provided to students and procedures will be developed to ensure that requirements for that program are met.

Adopted:        March 13, 2001  
                      January 14, 2003

Revised:        August 25, 2009  
                      February 23, 2016

Cross Refs:    AD, School District Mission

Legal Refs:    §§ 161.102, 167.268, 168.171, 170.011, .015, .041 RSMo.  
                      Mo. Const. Art. 1, §§ 5 -7

## **Parent and Family Engagement in Instructional and Other Programs**

The Board believes that the education of each student is a responsibility shared by the school and the family. Parents and families of all economic, racial and ethnic, cultural, and educational backgrounds can have positive effects on their children's learning. The Board recognizes families as essential partners in their child's academic, social, and emotional success.

The District objectives for Parent and Family Engagement are to have schools that:

- Build open, honest, and respectful relationships with our parents and families from cradle to career;
- Ensure a safe, open environment for parents and families so they may become engaged in the learning community;
- Make parents and families feel welcome in our schools and feel that they are an essential part of the learning community; and
- Increase opportunities for parents and families to engage in academic learning events, i.e., school events that are linked to learning.

In order to meet the District's expectations and objectives for meaningful parent and family engagement, the District will:

- a) Involve families in the development of SSD's Comprehensive School Improvement Plan (CSIP), Title I.A LEA Plan, and the development of support and improvement plans that utilize the most current evidence-based research on family engagement and strategies to lower barriers to participation by parents and families.
- b) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing evidence-based parent and family engagement activities to improve student academic achievement and improve school performance. Schools will provide families with multiple modes of communication, offer varying times and days for engagement activities, and provide the structure and support needed for families to access educational resources. The District and SSD schools will reach out to families frequently and strategically to ensure two-way communication is in place to evaluate family engagement practices.
- c) When feasible, coordinate and integrate parent and family engagement strategies under Federal Programs\* with other relevant Federal, state, and local laws and programs. This may include sharing information and training opportunities through workshops, fairs, resource links, information packets, etc.
- d) With the meaningful involvement of parents and families, conduct an annual evaluation of SSD's Parent and Family Engagement Policy. The purpose of the evaluation is to examine the content of the policy and the effectiveness of the policy in improving the academic quality of all schools. Areas to be identified and addressed during the evaluation include:

- Barriers to family participation including, but not limited to, time and financial constraints, transportation, childcare, limited English proficiency, etc.
  - Needs of parents and family members to assist with the learning of their child and to engage with school personnel and teachers.
  - Evidence-based strategies to support successful school and family interactions.
- e) Use the findings from the annual evaluation to design evidence-based strategies and to revise the SSD Parent and Family Engagement Policy as needed.
- f) Provide for parent and family engagement for all of its students through the Parent Advisory Council (PAC) as required by Missouri statute.
- g) Ensure that each School will establish a Parent Advisory Council for the purposes of developing, reviewing, and revising the School Parent and Family Engagement Policy and to assist in planning and implementing family engagement activities that are linked to learning. All populations are to be represented on the School Parent Advisory Council. Through the use of open, transparent communication, school administrators and teachers will build trusting, respectful relationships with families and help families navigate the educational system.

\*Federal Programs include Carl Perkins Act, Title I, and Individuals with Disabilities Education Act (IDEA).

The Board is committed to providing professional development opportunities to enhance district staff's understanding of effective parent and family engagement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent and family engagement.

Adopted: April 9, 1996

Revised: August 8, 2017  
February 14, 2012  
February 28, 2006  
May 27, 2003  
April 24, 2001

Cross Refs: ADF, District Wellness Program  
JFH, Student Complaints and Grievances  
JHC, Student Health Services and Requirements  
JHDA, Surveying, Analyzing or Evaluating Students  
KB, Public Information Program  
KI, Public Solicitations/Advertising in District Facilities  
KL, Concerns and Complaints

Legal Refs: § 167.700, RSMo  
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h  
Every Student Succeeds Act of 2015, as amended through PL114-95  
<http://revisor.mo.gov/main/Home.aspx>  
<http://uscode.house.gov/>

## **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>

## **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/subchapter-iv/part-a/section-7101/section-7101.pdf>

## **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*

1. 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.

2. 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:**

1. Intimidation, unwanted aggressive behavior, or harassment.
2. 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.

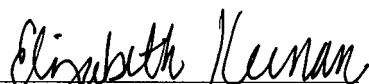
3. Possession or use of ammunition or a component of a weapon.

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

- 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

## **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](http://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

## **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/>



## **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



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Superintendent of Schools



**District/LEA:** 096-119 SPECL. SCH. DST. ST. LOUIS CO. **Year:** 2023-2024

**Funding Application:** Plan - School Level - 4069 LITZSINGER **Version:** Initial **Status:** Created

**All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.**

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**School, Parent And Family Engagement Policy** [Show](#)

**Comprehensive Needs Assessment** [Hide](#)

## 4069 LITZSINGER

### COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/30/2023

### NEEDS ASSESSMENT: SCHOOL PROFILE

#### Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☒ Enrollment (Required)
- ☒ Grade level (Required)
- ☒ Ethnicity (Required)
- ☒ Attendance (Required)

- ☒ Mobility (Required)
- ☒ Socioeconomic status (Required)
- ☒ Discipline (Required)
- ☒ Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

Strengths: Wide variety of cultures across learning communities. There is an equity team in the building.

Weaknesses:

Weaknesses: Attendance

Indicate needs related to strengths and weaknesses:

We put representation on the forefront of curriculum. Multi-cultural event will be added.

## Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ☒ MAP results by content area and grade level, including multi-year trends (required)
- ☒ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☒ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☒ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☐ Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

## Strengths:

Growth in both areas but largely in Math. Our students are improving in reading and that is showing up in our classrooms. Our middle school students are coming to reading and enjoying it for the first time in years. Students are wanting to read more at home as well. More students in the proficient scoring. Reading Interventionist seeing more students. Students learning is a sign of a safe building culture. With interventionist and enough staff in the classrooms we have more time on task.

## Weaknesses:

Gap between instruction, STAR, and MAP national expectations.

## Indicate needs related to strengths and weaknesses:

Spreading out the assessment window

**Curriculum and Instruction**

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ☒ Learning expectations
- ☒ Instructional program
- ☒ Instructional materials
- ☒ Instructional technology
- ☒ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

## Strengths:

Staff support and training on curriculum and instruction are strong. Materials are plentiful. We have a Title II math coach to assist teachers. Staff were able to attend LETRS & NUMBERS training. We will be adding a math interventionist to the building for 22-23 in addition to Title teachers. Our reading interventionist has been a wonderful addition to the building, seeing students that are close to closing the GAP. This allowed our Title Reading teacher to see non-readers.

Weaknesses:

\*Reading interventionist retirement  
\*No Math Interventionist was available to hire for the FY23 school year

Indicate needs related to strengths and weaknesses:

Make sure staff know who to contact when needing assistance

### High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- ☒ Staff preparation
- ☒ Core courses taught by appropriately certified teachers
- ☒ Staff specialists and other support staff
- ☒ Staff demographics
- ☒ School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

We have hired on multiple women of color this year.

Weaknesses:

Lack of diversity in age, gender, and race. We need more people of color represented in our teacher level staff. Lack of diversity in age, gender, and race in teacher level staff.

Indicate needs related to strengths and weaknesses:

Moving to a schoolwide Title status (starting FY24 school year). Training staff from equity lens. Still working towards a more diverse staff. Schoolwide would allow for more funding and less restrictions on PD for our staff.

## Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ☒ Parental involvement
- ☒ Communication with parents
- ☒ Policy Involvement
- ☒ Parent education
- ☒ Support for special needs and underserved
- ☒ Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Day/Night Options centered around learning

Weaknesses:

Getting more families into the school

Indicate needs related to strengths and weaknesses:

We are working on creating a Family School Partnership to ensure family input and engagement.

### School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ☒ School mission/vision
- ☒ Average class size
- ☒ School climate
- ☒ Management and governance
- ☒ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

FEEL is getting better voice from stakeholders.

Weaknesses:

There is always room for growth.



Indicate needs related to strengths and weaknesses:

Staffing

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."  
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	Student Attendance
2	Support Reading a. Professional Development
3	Restructure use of interventionist

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District/LEA Comments

6.19.23-A Math Specialist has not been hired at this time. We continue to work with Human resources and their Recruitment team to locate a viable, appropriately certified candidate. EKS

DESE Comments

**Email:** [alaina.downing@dese.mo.gov](mailto:alaina.downing@dese.mo.gov)

**Current User:** escott1206

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**District/LEA:** 096-119 SPECL. SCH. DST. ST. LOUIS CO. **Year:** 2023-2024

**Funding Application:** Plan - School Level - 4069 LITZSINGER **Version:** Initial **Status:** Created

**All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.**

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School, Parent And Family Engagement Policy [Hide](#)

## 4069 LITZSINGER

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

**All check boxes marked in this policy indicate an assurance on the part of the school.**

Type of Title I.A program

☒ Schoolwide

☐ Targeted

☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

School includes families in revisions of the Family Engagement Policy yearly.

☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

### POLICY INVOLVEMENT

- ☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- ☒ The agenda reflects that the purpose of the meeting is
  - ☒ To inform parents of their school's participation in the Title I.A program
  - ☒ To explain the requirements of Title I.A
  - ☒ To explain the right of parents to be involved.

*Section 1116 (c)(1)*

- ☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- ☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- ☐ Transportation
- ☒ Child care
- ☒ Home visits
- ☐ Funds will not be utilized for these purposes

*Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- ☒ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

During first quarter families are invited to participate in a discussion around Title I.A. This year we sent out a slides presentation outlining the program & the services provided. Families were invited to complete a survey for input and given an opportunity to be contacted individually by a staff member to discuss any concerns. The presentation was posted on social media, emailed, and is displayed in our front office.

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Parents are personally invited to meetings where the school team reviews the current school parent and family engagement plan and provides answers to questions if needed. Parents provided input at this time.

The school provides parents of participating children:

- ☒ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Plans to provide information about Title 1.A program include emails, notes home, phone calls (for students on caseloads), use of social media when appropriate. In addition, utilizing RingCentral to text families.

- ☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Group MAP achievement scores are shared in a meeting or via email in which parents are invited to (individual scores are shared with individual families). Scores according to grades and past score averages are also shared for basis of comparison. This is also shared out at IEP meetings and individual family meetings. The curriculum coordinator joined our annual meeting for a stakeholder review. There was a night option offered on Zoom for families by the Curriculum Coordinator in April.

- ☒ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*
- ☒ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- ☒ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- ☒ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*



Parents of children served by Title 1.A are invited to a parent compact meeting, where basic requirements/agreements of all parties are reviewed to ensure supportive learning for their student(s). This coming year (22-23 School year) we will review the Family School Compact with Families at our meet the teacher event. The following are commitments from teachers, families, and students:

TEACHERS WILL. ..

- Build relationships with families and students
- Communicate regularly regarding academic progress
- Include students in annual IEP as much as possible
- Share learning activities for families to complete at home that will be aligned to state standards
- Provide opportunities twice a year outside of the IEP(Fall and Spring) for parents to conference with teacher

FAMILIES WILL. ..

- Share their hopes and dreams for their student
- Send their student to school regularly
- Review communication sent home and ask questions
- Involve their student in monthly learning activities posted by school
- Participate in school-wide family activities hosted by the school and IEP meetings - Review Family Compact and Code of Conduct with students

STUDENTS WILL..

- Review the Family Compact and Code of Conduct with my family
- Share hopes and dreams with family and school
- Complete monthly learning activities with my family
- Share the events of my day with my family
- Participate in my annual IEP as much as possible
- Share communication with family that is sent home
- Review the school rules: Be Cooperative, Be Kind, Be Safe, Be Peaceful
- Ask questions

Ideas of activities for school to share: (free)

Academic games

Book club

community scavenger hunt

share the free nights around the community

ways to use uno



- ☒ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.  
*Section 1116 (d)(1)*

The school in collaboration with our administrator of curriculum and instruction review current curriculum and provide feedback when necessary. The curriculum is also updated on four year cycles with teacher and family input. Will check into the functionality for texting through Peachjar.

- ☒ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  - ☒ Issuing frequent reports to parents on their children's progress
  - ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - ☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

## BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments,
  - o how to monitor a child's progress, and
  - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

At all events we are careful to connect the families to academic engagement tie ins for their students. At IEPs and Fall conferences, teacher have in person meetings, phone calls or virtual discussions to review their students' academic progress, PDSA goals not related to IEP goals, and activities that parents can take home to encourage engagement.

- ☒ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

During family engagement opportunities and individual conferences, parents are provided with links to Missouri Learning Standards. Teachers collaborate and provide them with data. Families are taught how to implement and assess their child's progress at home.

- ☒ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Our school level family engagement team will present family engagement survey data to staff and provide in-service on supporting family partnerships and two way communication.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Family engagement opportunities will be held twice annually (once in the evening and once during the school day) to support the different schedules of our families.

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

### Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ☐ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☐ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- ☒ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☒ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☐ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☐ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

### ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ☒ Provides opportunities for the informed participation of parents and family members, including:

- ☒ Parent and family members who have limited English proficiency.
- ☒ Parent and family members with disabilities.
- ☒ Parent and family members of migratory children.

- ☒ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

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#### District/LEA Comments

6.19.23-A Math Specialist has not been hired at this time. We continue to work with Human resources and their Recruitment team to locate a viable, appropriately certified candidate. EKS

#### DESE Comments

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**Current User:** escott1206

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**District/LEA:** 096-119 SPECL. SCH. DST. ST. LOUIS CO. **Year:** 2023-2024

**Funding Application:** Plan - School Level - 4069 LITZSINGER **Version:** Initial **Status:** Created

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## 4069 LITZSINGER

### SCHOOLWIDE PROGRAM

**All check boxes marked in this policy indicate an assurance on the part of the school.**

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Juana Torres-Martinez	
2	Teacher	Amanda Wise	
3	Principal	Dr. Julie Moorman	
4	Other Administrators <input type="checkbox"/>	Dr. Matt Glazer	
5	Parent <input type="checkbox"/>	Chamiel Barnes	
6	Teacher <input type="checkbox"/>	Mari Campanella	
Plan Development Meeting Dates			


1	Meeting Date	3/30/2023	
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## COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A 	Esthere Scott	Federal Programs Administrator

## STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☒ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☒ Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- ☐ Preschool  
☒ Pull out/resource classroom  
☒ Push in/regular classroom  
☐ Summer School  
☐ Tutoring (before-or-after-school)  
☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

☐ **Class size reduction**

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- ☐ **Professional Learning Communities**  
☒ **Schoolwide Positive Behavior Support**  
☐ **Response to Intervention**  
☒ **Other**

The strategies will (mark all that apply)

- ☒ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

- All students receive rigorous reading instruction 5 days/week
- Interventionist support the consistent implementation of iReady through teacher-assigned lessons
- Support reading in the content areas

- ☒ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

How it could work:

- Reading Interventionist would teach reading classes in their respective classrooms
  - Move toward providing reading instruction as a Tier 1 support
  - Moving away from 1:1 or co-teaching
- Reading Interventionist would assign iReady lessons to students to maximize the effectiveness of the program
- As students become more proficient decoders, middle school students would focus more on reading in the content area

- ☐ Increase the amount of learning time

- ☐ Extended school year
- ☐ Before-and/or after-school programs
- ☐ Summer program
- ☐ Other



- ☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

---

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- ☒ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

How it could work cont.:

- Elementary classes scheduled for 60 minutes/daily
  - Teacher-created ability groups (as needed)
- Middle school reading would become part of the class rotation
  - Ability grouped within schedule
  - Students wouldn't necessarily rotate with their home rooms
- Individual intervention time scheduled for students who need additional instruction/practice

Activities will (mark all that apply)

☒ **Improving students' skills outside the academic subject areas**

- ☐ Counseling
- ☐ School-based mental health programs
- ☒ Specialized instructional support services
- ☐ Mentoring services
- ☐ Other

☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- ☐ Career/technical education programs

☐ Access to coursework to earn postsecondary credit

☐ Advanced Placement

☐ International Baccalaureate

☐ Dual or concurrent enrollment

☐ Early college high schools

☐ Other

☒ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☒ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

☒ Delivery of professional development services

☐ Instructional coach

☐ Teaching methods coach

☒ Third party contract

☐ Other

☒ Professional development activities that address the prioritized needs

Describe activities

Professional Development

- Empowering all teachers to view themselves as reading teachers
- Greater focus on reading in ALL content areas
- Focus on how to teach vocabular

☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

- ☐ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

---

## SCHOOLWIDE POOL FUNDING

*Section 1114 (b)(7)(B)*

- ☐ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- ☐ Title I.A (required)
- ☐ State and Local Funds (required)
- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☐ Title II.A
- ☐ Title III EL
- ☐ Title III Immigrant
- ☐ Title IV.A
- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)
- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start

- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

**PARENT COMMENTS** *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- ☒ Yes
- ☐ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

[Save Comments](#)[School Level Plan Home](#)[Print](#)[Cancel Print Mode](#)**District/LEA Comments**

6.19.23-A Math Specialist has not been hired at this time. We continue to work with Human resources and their Recruitment team to locate a viable, appropriately certified candidate. EKS

**DESE Comments**

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**Current User:** escott1206

