Special School District
Notice of Non-Discrimination and Accommodation

Special School District does not discriminate or tolerate discrimination based on race, color, religion, sex, national origin, sexual orientation, ancestry, disability, veteran status, age, or activity protected by federal or state law in its programs, activities and employment. Direct inquires and complaints under this policy to Special School District’s Compliance Coordinator, 12110 Clayton Road, St. Louis, Missouri 63131; telephone (314) 989-8100 or to the Office of Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Mo. 64114-3302; telephone (816) 268-0550. Information about the existence and location of services, activities, and facilities accessible to impaired persons can be obtained from Special School District’s Compliance Coordinator at the phone number and address listed above.
Welcome to the 2014 - 2015 School Year!

Welcome both new and returning families and friends! We are looking forward to an exciting year. Please set aside some time to review the 2014 – 2015 Parent-Student Handbook together.

Our program office hours are 7:15 am to 3:45 pm.

Students attend 3 hours daily. Your child will be assigned to one of the following sessions:

Session 1 Students attend 7:35 AM – 10:35 AM
Session 2 Students attend 11:55 PM – 2:55 PM

Please refer to the program calendar for information regarding student attendance and building closures.

Here are some helpful phone numbers to keep handy:

Principal, Dr. Kelly Krussel 314-989-7540
Fax 314-989-7541
Secretary, Mrs. Sheena Turner (for emergencies) 314-989-8336
Social Worker (Office Hours Monday, Wednesday, and Friday)
  Mr. Cifarelli 314-989-7545
Guidance Counselor (Tuesday Only)
  Sarah Kimmel 314-989-7545
Building Nurse (Office Hours Monday and Friday)
  Mrs. Lunsford 314-989-7519
Transportation
  Central Garage 314/989-7160  North Garage 314/989-7750
  South Garage 314/989-7562  VTS 314/721-8657
Dear Families,

Bridges is a separate special education program in the Special School District of St. Louis County. It is a secondary program serving students ages 13-21. We support a diverse population and provide significant academic and behavior supports to meet individual needs as outlined in the individualized educational plan.

Character development is extremely important to our youth and their future success. We focus on four character traits we want our students to develop and generalize to their life. Ask your students to see their daily Character Card. Ask if they were a leader, participant, or detractor and why. (Please don’t forget to sign them) We utilize ongoing curriculum and special activities to reinforce these traits.

Bridges School Staff is as diverse as the population it serves. All teachers hold a Master’s Degree or higher. The Para educators serving our community come from a variety of backgrounds as well. Additionally, Bridges students are supported by our social worker, nurse, guidance counselor, business people, community people, juvenile courts and a variety of other therapists, and specialists.

Bridges program community finds gratification when our student’s experience any and all accomplishments. We celebrate individual student’s self determination in meeting personal goals. Thus our mission to... strive to attain academic excellence and the development of good character traits by using high yield instructional strategies to address each student’s individual needs is achieved.

Take a moment to review the parent-student handbook for more information about Bridges.
Our students are most successful when program staff and home work together to create an environment where learning can take place. You can support your child’s education by doing the following:

• **I.E.P. participation:**
  The I.E.P. is a written document that describes your child’s educational program.
  It will be an important time to share your ideas, concerns, and goals for your.

• **Program Hours:**
  Our hours are 7:15 am to 3:45pm.
  Student Session is:
  Session 1  Students attend 7:35 AM – 10:35 AM
  Session 2  Students attend 11:55 AM – 2:55 PM

• **Communication:**
  Communicate regularly with our team by keeping **address and phone numbers current**.
  It is important we know how to contact you, when, and by what means – phone, fax, email, notes, U.S. mail, or other measures.
  Contact the administrator of the building if you need additional support/information/resources.

• **Social Work Services:**
  Social work services are provided as outlined by the I.E.P.
  Crisis intervention is available for children and their families.
  Our social worker is able to coordinate the efforts of all agencies involved with a student.  We are participating in a WRAP, please ask our social worker for information.
  Please sign a release to exchange information forms.
  Notify your child’s social worker of changes with outside providers or extenuating circumstances within the home.
• **Food Service:**

  **Bridges will not serve breakfast or lunch.**

  *Please keep the nurse informed of any restrictions to food* your child may have including providing doctor documentation of allergies. (Teachers may be providing healthy snacks throughout the day)

• **Family and Community Resource Center:**

  Special School District has a resource center for parents and community members at the district’s central office.

  The center contains books, videos, newsletters, etc on every disability and disability-related area.

  Please contact them at 314-989-8108 or 314-989-8438 for more information.

• **Student Progress:**

  Student progress is documented through instructional data and is collected at pre-determined intervals.

  Every three weeks you will receive a progress report on your student’s academic progress. We ask that you review the report with your students, sign them, and send it back to your students’ case-manager.

  Formal progress reports with report cards will be sent four times per year: October, January, March, and June.

  Daily you will receive a Character Card (also known as a Point Sheet). Please make sure to review, sign and send them back to school the next morning. **Students will not advance through the program with signed Leader day point sheets only!**

• **School Dress:**

  Jewelry is not permitted. If students wear earrings, necklaces, etc. they will remove them during check in. They will be returned to them when they leave daily. This includes facial piercings.

  Insignia and slogans on clothing or that are offensive, gang related or profane are not permitted.

  Clothing advertising illegal controlled substances or alcohol products are not permitted.
Halters, midriffs, short skirts, short shorts, muscle shirts, transparent/net shirts, tight or revealing garments, off the shoulder tops, low necklines, hooded sweatshirts, shirts with zippers, removable gold teeth/grills or sagging pants are not allowed.

Clothing worn that brings undue attention, causes a disruption, and a safety hazard shall not be worn. (example: funeral shirts)

Clothing should be appropriate for the weather.

**Tennis shoes only no boots, flip flops, or house slippers.**

*** Student on Level 4 may earn privileges to be decided with Principal.

**• Pets:**

Only pets associated with approved agency’s can visit school.

**• Visitor/Observation Procedures:**

Please call 48 hours in advance to schedule an appointment with administrator. **NOTE: Those without an appointment will be denied access into Bridges students.**

Sign in at the office at South Technical High School upon arrival.

An observation/confidentiality form will be signed

Put on a visitor badge.

Limit your observation to one instructional period per month.

Therapies provided by outside agencies cannot be provided at school.

**• Safety/Security:**

You must sign a student in and out if they arrive or depart before normal times or if they did not arrive by bus.

If you are unable to physically present yourself to the office you must contact the principal to inform us that your child is arriving besides the bus.

**• Trespassing**

Our program is located on South County Technical High School Campus. Our students are to report and remain in our programs area. If students choose to elope from the Bridges Program area, they may be charged with trespassing on the South County Tech High School Campus.
• **Reporting absences:**

   If your child is not going to be attending our program please call by 7:15 am

   If your child is not at school or we have not heard from you, we will call to verify that the child is at home

   It is important that the school have the most recent emergency contact numbers. Please see board policy JED

• **Early dismissal:**

   If a child is leaving early during the day, a written and signed permission note or phone call from you is required

   Please note the time your child will be leaving.

   Parents report to the office and sign your child out

   Proper identification may be required when picking up a student.

• **Personal Property:**

   Do not bring personal items to school, especially illegal items such as drugs, drug paraphernalia, lighters, electronic cigarettes, tobacco products, etc. **For further guidance, see the Student Code of Conduct located within this handbook.**

   Leave all money and other important items at home.

   If your child brings electronic devices of any type (I-pods, cell phones, personal games) they will be checked in and remain in your child’s mailbox in a locked cabinet until school is out. If students refuse to check in personal items, discipline procedures will be followed. **Students are not allowed to use personal devices to record while at Bridges.** If recording takes place, the electronic device will be confiscated and discipline procedures will be followed.

   *We will not replace any item lost or stolen.*

   *All items snuck in the building will be confiscated and parents will have to pick up item at their convenience.*

• **Community Based Instruction:**

   Community based instruction is an opportunity for students to practice the skills they learn in the classroom in a real life setting
Teachers may plan trips that are related to the current instructional activity

- **School Closing:**
  
  Inclement weather (high heat index, snowstorms, or excessively low wind chills or temperatures) may result in the closing of school.

  When schools are closed for the day, announcements are made on the radio and televisions.

  They are posted on SSD web site and the news stations web sites.

  The School Reach automated phone system will attempt to call contact numbers about closings.

- **Emergency School Closing During the Day:**
  
  Dangerous weather or building conditions may result in the closing of school.

  If school is dismissed early, an announcement will be made on television and radio.

  To ensure the safety of your child, please make emergency back-up plans for situations like this.

  Keep school informed of any address or phone number changes for these types of emergencies.

  School Reach automated phone system will attempt to call current emergency contact numbers.

- **Parent/School Learning Agreement:**
  
  Bridges has developed a Parent Involvement plan and a Parent-compact to allow all parents the opportunity to become active participants in their child’s education.

  Please read the plan and return the signed Parent-School Learning Agreement to school.

- **All SSD School premises are smoke free.**

  **District Wellness Program**

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

**WELLNESS COMMITTEE**

Consists of at least one(1) parent, student, nurse, school food service representative, Board member, school administrator, member of the public, and 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**

It is the district’s goal that all foods and beverages made available on campus during the school day are consistent with Missouri Eat Smart nutrition guidelines.

The district will create procedures regarding all foods available to students 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 food service program
- Vending machines in all district schools and are not available to students during breakfast or lunch times
- School stores
- Classroom parties, celebrations, fundraisers, reinforcers, and school events
- Snacks prepared or served in school programs.

**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, including 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:

1. develop guidelines for this policy;
2. serve as a resource for district sites;
3. submit recommendations on Policy revisions to the SSD Board of Education;
4. act as a subcommittee of the Coordinated School Health program;
5. 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. (Board Policy ADF)

Child Abuse and Neglect Hotline 800-392-3738
Outside of Missouri 1-573-751-3448
School Violence Hotline / Safe Schools Hotline 866-748-7047

All Board Policies are on-line at www.ssd.k12.mo.us
**STUDENT HEALTH**

**Immunizations**

* Students must comply with Missouri Immunization laws which includes students not being able to attend school until proper paperwork is received

* If immunizations 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 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**

* Some students will require medication during the school day

* In keeping with special School District policy, please follow these guidelines:

1. Parent or guarding must complete the “Parental Authorization for Giving Medication” form

2. Only medication prescribed by an Authorized prescriber will be given at school.

3. Only those medications that **must** be given during school hours will be given at school.

4. Medications must be brought to school in a pharmacy-labeled container with instructions for administering medication at school.

Please Note: *many medications have been labeled to be given three or four times day. Our medication policy states that all medication must be labeled with the 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; that is, one for school and one for home, or your druggist may divide the medication into separate containers and label them appropriately.)

5. If you are unable to deliver the medicine directly to school, please contact the Principal or nurse.

6. When your child’s Authorized Prescriber orders a medication change, a change in dosage or frequency of administration, *a new prescription label must be obtained with the correct information or note from the prescriber indicating he new orders.

7. If sending medication by bus, a parent/guardian MUST contact Principal or Nurse to make arrangements.

**Student Illnesses**

* Please keep your child home if any of the following symptoms are present:
  * Student unresponsive and/or unable to maintain an awakened state
  * Fever of 100.4F and above (orally)
  * Temperature that is abnormally low (a rectal temperature of less than 95 F)
  * Persistent coughing
  * Abnormal nasal drainage
  * Complaining of a sore throat, difficulty swallowing – with fever.
  * Vomiting more than one time – based on the nurse’s professional judgment.
  * Diarrhea.
  * Unusually loose and/or watery stool.
  * Unidentified and/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 – must be treated before returning to school – see Head Lice Protocol.
If your child exhibits any of the above symptoms at school, you will be notified to make arrangements to pick him or her up from school. Appropriate measures will be taken to make sure your child is comfortable until you arrive.

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

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

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

1. The nurse will contact the parent or guardian of a seriously ill or hospitalized student who has had an extended period of absence and inform them that she will be mailing, to the home, a Release of Information Concerning Serious Illness or Hospitalization Forms

2. The nurse will request that the parent complete the top half and the parent/guardian will request the Licensed Care Provider complete the remainder of the form before the student returns to school

3. THIS FORM MUST BE SUBMITTED TO THE NURSE WHEN THE CHILD RETURNS TO SCHOOL. This will ensure continuity of care and alert the nurse to any changes in health, treatment, or medication.

4. Transportation will resume via principal contact when the student is released by the Licensed Care Provider to return to school.

5. If the requested health information is not submitted to the nurse, the social worker, principal, and nurse will determine what further steps need to be implemented.

6. The district’s medical consultant, the Lead Nurse, and the school nurse may assist in determining the appropriate care for returning student.

7. If a change of placement needs to be considered, an IEP team meeting will be held.
Transportation

The Board of Education, in accordance with state law, provides free transportation for eligible students attending the Special School District schools and classes.

- The need for individual student accommodations is determined through the IEP process and is arranged through your child’s school.
- It takes 10 working days to set up or make changes in transportation
- Contact your child’s school if and when changes are needed
- Please don’t contact the garage to make changes in transportation

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

- Have your child ready for pick up ten minutes prior to the scheduled pick up time. Contact the bus garage if the bus has not shown within 15 minutes past the scheduled pick-up time (314-989-7165)
- Assist your child both to on and off the bus when necessary. The transportation provider may not leave the bus to come to your door.
- Be at the designated stop to receive your child. Students will not be permitted to leave the bus at a point other than their assigned stop.
- Ensure that you have made arrangements for someone to receive your child. If there is no one home to meet the bus, transportation provider will deliver to local police department.
- Notify the staff of any unusual circumstances that should be brought to the attention of the driver, i.e. medical attention, behavior issues, medication, etc
- If there is a disruption, the bus will stop and the police will be contacted
- Notify your child’s school as soon as possible if you will be moving.
Please be advised that:

- You should be notified of any changes in pick up time at least one day prior or 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 schedule.
- Buses, which arrive on schedule, are not required to wait if the child is not at the stop.
- Buses may wait one minute, 60 seconds for your child no more.
- Buses will not return for students who miss the bus.
- Buses will not leave the stop before a designated time.
- Students must be picked up and dropped off at the same address every day: morning and afternoon addresses may be different, but are to be consistent each day.

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

Transportation

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Special School District of St. Louis County
Bridges Program
School Parent Involvement Plan
2014 - 2015

Bridges has jointly developed with parents a written School Parent Involvement Plan. The Parent Involvement Plan is updated periodically to meet the changing needs of parents and the school.

I. Strategies for Involvement:
• At the start of the school year, an Annual Open House is held to showcase the educational programs in which the children participate including Title I and an explanation of parents’ rights to be involved.
• Provide parents:
  ➢ An interpretation of the school’s annual performance report.
  ➢ An explanation of the curriculum, assessment and expected proficiency levels.
  ➢ Timely responses to suggestions made.
• Parents/guardians are informed about their child’s instructional program and progress through I.E.P. conferences, quarterly progress reports, informal and formal reports, daily communication logs/notebooks and phone conversations.
• Parents are encouraged to attend Parent Teacher Organization (PTO) meetings that include planning, review and improvement of programs including this school parental involvement plan and the development of the school wide plan.
• Parents are invited and encouraged to attend school wide educational and cultural events and activities held throughout the year.
• Parents are invited and encouraged to donate their time and talent to plan and volunteer during school wide educational and events activities held at Bridges

II. Shared Responsibilities for High Student Academic Achievement:
• The purpose of the Bridges Program compact is to outline how parents, the entire school staff and students will share the responsibility for improving student achievement and describe how the program and parents will build and develop a partnership to help children achieve the Show-Me Standards.
• The compact at Bridges was developed in discussions during regularly scheduled Parent meetings and in concert with the Bridges Program School Improvement Plan (SIP). The compact is reviewed annually by the Building Leadership Team and parent volunteers to discuss revisions and amendments as necessary.
• Prior to the start of each school year, a parent information packet is mailed to parents. A copy of the school-parent compact is a part of the handbook. Parents, students and staff are encouraged to sign and return the compact as part of the shared responsibilities of educating a child.

III. Expanding Opportunities for Parent Involvement
Effective involvement of parents is critical in cultivating a partnership with the school and the community to improve student achievement. To support such a partnership, Bridges Program;

- Provides assistance to parents on such topics as
  - understanding the Show-Me Standards, the MAP and MAP-A tests, and district assessments
  - understanding how to monitor a child’s progress
  - knowing how to work with teachers to improve the performance of their child
- Educates staff in valuing parent contributions and communicating with parents as equal partners.
- Provides parent newsletters to parent/guardians with a variety of information such as upcoming school activities and parent trainings/workshops including literacy training, using technology, child development and child rearing issues.
- Ensures that communications and information related to school and parent programs, meetings, and other activities is sent to parents in a format and language that they can understand.
- From time to time and as appropriate, parents are asked to respond and/or provide comments to surveys and other instruments or documents regarding school performance and improvement.
- At the beginning of each school year, and for all new and returning students, a printed code of conduct is shared and reviewed with parents annually. Parents are asked to read, discuss, and sign the code of conduct with their child.

**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 the necessary classroom environment, the Board has created a discipline code that addresses the 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. The Board authorizes the immediate removal of a student upon a finding by the principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the student’s prior conduct. Any such removal shall be subject to the appropriate due process procedures and conducted in accordance with law.

This policy, as well as any rules and regulations related to it, will apply to all students attending District instructional and support programs, as well as at school-sponsored activities. All District staff shall enforce these policies, regulations and procedures in a manner that is fair, developmentally appropriate, and considers the student and the individual circumstances involved.

Off-campus misconduct which adversely affects the educational climate will also be subject to these policies, rules and regulations. Students who have been charged with, convicted of or pled guilty to a felony in a court of general jurisdiction may be suspended in accordance with law.
Building principals shall develop rules and regulations regarding student conduct needed to maintain proper behavior in schools under their supervision.

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.

Any time a referral that warrants formal disciplinary action is submitted, a reasonable effort will be made by the principal to either contact the parent or guardian by written notice delivered by the student, through the mail, or by direct telephone contact.

All employees of the District annually will receive instruction related to the specific content 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.

The comprehensive discipline policy of the District is composed of this policy and all subordinate and related policies, procedures and regulations. This includes, but is not limited to: JG-R, JGA, JGB, JGD, JGE and JGF. A copy of the District’s comprehensive discipline policy will be provided to every student and parent or guardian of every student at the beginning of each school year or upon enrollment and will be available in the superintendent’s office during normal business hours.

Cross Refs:  JFCD – Prohibition Against Illegal Discrimination and Harassment
JGA – Corporal Punishment
JGB – Detention or In-School Suspension of Students
JGD – Student Suspension and Expulsion
JGE – Discipline of Students with Disabilities
JGF – Discipline Reporting and Records
General Rule
The Special School District Board of Education is committed to maintaining a workplace and educational environment free from illegal discrimination or harassment in admission or access to, or treatment or employment in, its programs, activities and facilities. Discrimination or harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic protected by law is strictly prohibited in accordance with law. The District is an equal opportunity employer. Students, employees and others will not be disciplined for speech in circumstances where it is protected by law. The Board also prohibits:
1) Retaliatory actions based on making complaints of prohibited discrimination or harassment or participation in an investigation, formal proceeding or informal resolution concerning prohibited discrimination or harassment;
2) Aiding, abetting, inciting, compelling or coercing discrimination or harassment; and
3) Discrimination or harassment against any person because of such person’s association with a person protected from discrimination or harassment due to one or more of the above-stated characteristics.

Additional Prohibited Behavior
Behavior that is not unlawful or does not rise to the level of illegal discrimination or harassment might still be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation or perceived sexual orientation.

Consequences
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 or otherwise restricted while on school grounds. 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. In accordance with law and District policy, any person suspected of abusing or neglecting a child will be reported to the Children’s division of the Department of Social Services.

Discrimination – Conferring, refusing or denying benefits or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age 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, ancestry, disability, age or any other characteristic protected by law or a belief that such a characteristic exists: graffiti; display of written material or pictures; name calling; slurs; jokes; gestures; threatening, intimidating or hostile acts; theft; or damage to property.

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when (a) 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; or (b) 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.

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

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.
4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.
5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.

**Grievance** – A verbal or written report (also known as a complaint) of discrimination or harassment made to the compliance officer.

The Board designates the following individual to act as the District’s Compliance Officer: Assistant Superintendent of Human Resources Special School District of St. Louis County 12110 Clayton Road Town and Country, Missouri 63131 Phone: (314) 989-8100  Fax: (314) 989-8449

The compliance officer will:
1. Coordinate District compliance with this policy and the law. 2. Receive all grievances regarding discrimination and harassment in the District. 3. 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. 4. Investigate or assign persons to investigate grievances; monitor the status of grievances; and recommend consequences. 5. Seek legal advice when necessary to enforce this policy. 6. Report to the superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy. 7. Make recommendations regarding implementing this policy. 8. Coordinate and institute training programs for District staff and supervisors as necessary to meet this policy’s goals, including instruction in recognizing behavior that constitutes discrimination and harassment. 9. Perform other duties as assigned by the superintendent. 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: Director of Human Resources Special School District of St. Louis County 12110 Clayton Road Town and Country, Missouri 63131 Phone: (314) 989-8100  Fax: (314) 989-8449

**G. Public Notice**
The superintendent or designee will continuously publicize the District’s policy prohibiting illegal discrimination and harassment and disseminate information on how to report discrimination and harassment. A copy of this policy will be posted in a public area of each building used for instruction or employment or open to the public. A copy of this policy will also be distributed annually to employees, parents or guardians, and students; as well as to newly enrolled students and newly hired employees. District bulletins, catalogs, application forms, recruitment material and the District’s website will include a statement that the District does not discriminate in its programs, activities, facilities or with regard to employment. The District will provide information in alternative formats when necessary to accommodate persons with disabilities.

**Reporting**

All persons must report incidents that might constitute illegal discrimination or harassment directly to the compliance officer or acting compliance officer. All District employees will direct all persons seeking to make a grievance to the compliance officer. Even if the potential victim of discrimination or harassment does not file a grievance, District employees are required to report to the compliance officer any observations, rumors or other information regarding discrimination or harassment prohibited by the policy. If a verbal grievance is made, the person will be asked to submit a written complaint to the compliance officer or acting 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 grievance is not needed for the District to take action upon finding a violation of law, District policy or expectations. Students, employees and others may address concerns directly with the person alleged to have caused harassment or discrimination in an attempt to resolve the issue, but are not expected or required to do so.

**Student-on-Student Harassment**

Building level administrators are in a unique position to identify and address discrimination and harassment between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. The administrator has the ability to immediately discipline a student for any behavior that otherwise would lead to disciplinary action in accordance with the District’s discipline policy. The administrator will report all incidents of harassment and discrimination to the Compliance Officer and will direct the parent/guardian and student to the Compliance Officer may determine that the incident has been appropriately addressed or recommend additional action. When a grievance is filed, the investigation and complaint process detailed below will be used.

**Investigation**

The District will immediately investigate all grievances. All persons are required to cooperate fully in the investigation. The District Compliance Officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation. In determining whether alleged conduct constitutes discrimination or harassment, the District will consider the surrounding 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 all of the facts and surrounding circumstances. If, after investigation, school officials determine that it is more likely than not that discrimination, harassment or other prohibited behavior has occurred, the District will take immediate corrective action.

**Grievance Process Overview**
1. If a person designated to hear a grievance or appeal is the subject of the grievance, the next highest step in the grievance process will be used.
2. Investigation and reporting deadlines are not mandatory for the District when more time is necessary to adequately conduct an investigation and to render a decision. When extended, the person filing the complaint (complainant) will be notified. If more than twice the allotted time has expired without a response, the complainant may appeal to the next level.
3. The complainant’s failure to file an appeal within the timelines given will be considered acceptance of the findings and remedial action taken.
4. The District will investigate all grievances, 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.
5. The District will only share information regarding an individually identifiable student or employee with the person filing the grievance or other persons if allowed by law and in accordance with Board policy.
6. Upon receiving a grievance, District administrators or supervisors, after consultation with the Compliance Officer, will take immediate action if necessary to prevent further potential discrimination or harassment during the pending investigation.

Confidentiality and Records
To the extent permitted by law and in accordance with Board policy, the District will keep confidential the identity of the complainant and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, 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 when required by law. In implementing this policy, the District will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record.

Public Complaints
The Board recognizes that situations of concern to parents/guardians or members of the public may arise in the operation of the District. Such concerns are best resolved through communication with appropriate staff members. The District has developed procedures for addressing those issues, copies of which are available at each building. All District procedures will comply with applicable State and Federal law, including but not limited to No Child Left Behind of 2001, Tit. IX, Part C, § 9304 (a)(3)(C). Any concern regarding federal programs administered by the Missouri Department of Secondary and Elementary Education (DESE) may also be appealed to DESE or the United States Department of Education as permitted or required by law.
If a complaint is not resolved pursuant to the administrative procedures, the parent/guardian or member of the public may appeal the issue to the Board by submitting a written request to the superintendent or secretary of the Board as provided in the District procedures. The Board will address the complaint in an appropriate and timely manner.
COMPLAINTS REGARDING OPERATIONS IN OR PROGRAMS OF SSD SCHOOLS

The following steps shall be followed by parents/guardians or members of the public when questions or complaints arise regarding the operation of the District or federal programs administered by the Missouri Department of Secondary and Elementary Education (DESE) that cannot be addressed through other established procedures.

Definitions

1. Formal Complaint: A written signed statement that includes: an allegation that a federal statute or regulation applicable to the District program has been violated; facts with documentary evidence to support the allegation; and citation of the specific requirement, regulation or statute violated.
2. Informal Complaint: An oral complaint presented regarding operation of the District or its programs.

Procedures

1. Complaints on behalf of individual students should first be addressed to the teacher or employee involved. If informal, these complaints can be resolved orally with discussion and agreement.
2. Unsettled Formal Complaints from (1) above or problems and questions concerning individual schools should be presented in writing to the principal of the school. The principal will provide a written response to the complainant within fifteen (15) business days of receiving the complaint or concern. Unsettled Informal Complaints from (1) above should be presented orally to the principal of the school, and may be resolved orally with dialogue and discussion. The principal will make a notation regarding the informal complaint and its resolution in the appropriate file or log.
3. Unsettled matters from (2) above and questions concerning the District should be presented in writing to the superintendent who will provide a written response to the complainant within fifteen (15) business days of receiving the complaint or concern. The superintendent shall notify DESE within fifteen (15) days of receipt of a written complaint.
4. If the superintendent does not satisfactorily settle the matter, the complainant may appeal the matter to the Board by filing a request for a hearing in writing within five (5) business days of the date of the superintendent’s response. The superintendent or Board secretary shall provide the Board with any written comments received. The Board will address the complaint in an appropriate and timely manner, within thirty (30) days of receipt, and an additional thirty (30) days, if exceptional conditions, exist upon agreement of both parties.

The Board’s decision shall be final except in case of complaints concerning the administration of federal programs, in which case the complainant may file the complaint with DESE within fifteen (15) days of the Board decision and thereafter with the United States Secretary of Education. The Board shall provide all parties to the complaint with the findings and resolution. Such findings and resolution shall be available to parents, teachers, and other members of the public free of charge if requested.

Professional and support staff shall field questions from parents/guardians and members of the public. The District will inform patrons of this complaint procedure and its availability.
Complaints regarding District compliance with nondiscrimination laws will be processed in accordance with policy AC. Employee grievances will be processed in accordance with established employee grievance procedures or as otherwise required by law. All other grievances for which there is a specific policy or procedure will be addressed pursuant to that policy or procedure.

COMPLAINTS ABOUT OPERATIONS IN OR PROGRAMS OF PARTNER DISTRICTS

The following steps shall be followed by parents/guardians or members of the public when questions or complaints arise regarding the operation of the District or federal programs in partner district schools administered by the Missouri Department of Secondary and Elementary Education (DESE) that cannot be addressed through other established procedures.

Definitions
1. Formal Complaint: A written signed statement that includes: an allegation that a federal statute or regulation applicable to the District program in a partner district school has been violated; facts with documentary evidence to support the allegation; and citation of the specific requirement, regulation or statute violated.
2. Informal Complaint: An oral complaint presented regarding operation of a District program in a partner district school.

Procedures
1. Complaints on behalf of individual students should first be addressed to the District teacher or employee involved. If informal, these complaints can be resolved orally with discussion and agreement. If necessary, the SSD employee will consult with the partner district classroom teacher involved.
2. Unsettled Formal Complaints from (1) above or problems and questions concerning individual schools should be presented in writing to the SSD Area Coordinator who will inform the principal of the school of the complaint, and seek assistance from the partner district in responding to the complaint as needed. The SSD Area Coordinator will provide a written response to the complainant within fifteen (15) business days of receiving the complaint or concern, and provide the principal of the school with a copy thereof.
3. Unsettled Informal Complaints from (1) above should be presented orally to the SSD Area Coordinator, who will consult with the principal of the school if necessary, and may be resolved orally with dialogue and discussion. The SSD Area Coordinator will make a notation regarding the informal complaint and its resolution in the appropriate file or log.
4. Unsettled matters from Formal Complaints from (2) above and questions concerning the District program(s) in a partner district school should be presented in writing to the superintendent who will provide a written response to the complainant within fifteen (15) business days of receiving the complaint or concern. The superintendent shall notify the partner district superintendent and DESE within fifteen (15) days of receipt of a written complaint.
5. If the superintendent does not satisfactorily settle the matter, the complainant may appeal the matter to the Board by filing a request for a hearing in writing within five (5) business days of the date of the superintendent’s response. The superintendent or Board secretary shall provide the Board with any written comments received. The Board will address the complaint
in an appropriate and timely manner, within thirty (30) days of receipt, and an additional thirty (30) days, if exceptional conditions exist, upon agreement of both parties.

The Board’s decision shall be final except in case of complaints concerning the administration of federal programs, in which case the complainant may file the complaint with DESE within fifteen (15) days of the Board decision and thereafter with the United States Secretary of Education. The Board shall provide all parties to the complaint with the findings and resolution. Such findings and resolution shall be available to parents, teachers, and other members of the public free of charge if requested.

Professional and support staff shall field questions from parents/guardians and members of the public. The District will inform patrons of this complaint procedure and its availability.

Complaints regarding District compliance with nondiscrimination laws will be processed in accordance with policy AC. Employee grievances will be processed in accordance with established employee grievance procedures or as otherwise required by law. All other grievances for which there is a specific policy or procedure will be addressed pursuant to that policy or procedure.

**Parent/Family Involvement in Instructional and Other Programs**

The Board believes that the education of each student is a responsibility shared by the school as well as 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 the importance of eliminating barriers that impede parent and family involvement, and to provide an environment that encourages collaboration with parents, families and community.

The District provides for parent and family involvement for all of its students through the Parent Advisory Council (PAC) as required by Missouri statute. In addition, the Board recognizes the special importance of parent involvement to the success of its Federal Programs: Title I, Migrant Education (MEP), Limited English Proficiency (LEP), Safe and Drug-Free Schools and Communities (SDFSC), and Innovative (Title V).

The Board supports the development, implementation and regular evaluation of a parent and family involvement plan that includes six (6) elements and goals:

1) Promote regular, two-way, meaningful communication between home and school
   Examples: personal visits beyond parent/teacher conferences to school and home, electronic/telephone contact, use of translators
2) Promote and support responsible parenting Examples: parenting workshops, parent resource centers, parent support groups
3) Recognize the fact that parents and families play an integral role in assisting their children to learn Examples: parent curriculum night, family literacy programs, post-secondary planning activities, access to instructional materials
4) Promote a safe and open atmosphere for parents and families to visit the school that their children attend; and, actively solicit parent and family support and assistance for school programs Examples: training of volunteers and staff, family activities at school, identifying parent volunteer opportunities in and out of school
5) Include parents as full partners in decisions affecting their children and families Examples: shared parent and teacher expertise on individual students, student academic planning, advisory councils (e.g., technology, nutrition/wellness), parent leadership development
6) Use available community resources to strengthen and promote school programs, family practices, and the achievement of students
   Examples: utilize the knowledge and skills of community agencies, senior citizens, retired teachers, and veterans; encourage education-friendly practices in local businesses; parent information centers; identify links to current, quality resources
The Board is committed to professional development opportunities to enhance district staff understanding of effective parent and family involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent and family participation. Parents and families will be included in the annual evaluation of the content and impact of this policy. The evaluation will be used to improve and/or create practices to enhance parent and family involvement.

**Title I.A Improving the Academic Achievement of the Disadvantaged - Parent Involvement**

Pursuant to federal law, the district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy describing how the agency will:

- Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- Involve parents in the process of program evaluation and review of achievement data.
- Assist Title I schools to plan and implement more effective parent involvement activities that will result in improved student and school performance.
- Achieve coordination with other existing parent involvement programs.
- Conduct with parents an annual evaluation of this policy's content and effectiveness in improving academic performance, including identifying and alleviating barriers to greater parent participation (especially those who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The District will use the findings of such evaluation to design strategies for more effective parent involvement and to revise, if necessary, the parent involvement policies.
- Build the schools' and parents' capacity for strong parent involvement and involve parents in the activities of the schools served.

2. **Parents Right to Know**

At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that the parents/guardians may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child’s classroom teachers.

3. **School Policy**

Each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan will be updated periodically to meet the changing needs of parents and the school and be in a format and language readily understood by parents and district personnel. Existing building plans will be revised to meet the federal policy as required.

The written plan will include strategies for parent involvement, shared responsibilities for high student achievement, and expanding opportunities for parent involvement. To the extent that is practical, the District and its schools will provide full opportunities for the participation of LEP parents, parents with disabilities, and migrant parents. Facilities used for parent involvement activities will be accessible to all parents. To allow greater parent participation, Title I funds may be used, if needed, for transportation to the activities and for child care.

**Title I.C Migrant Education Program (MEP) - Parent Involvement**

Parent involvement is required and generally follows the same guidelines as for Title I.A. The district will follow all federal policy regarding parent involvement for families that qualify for the MEP. The District will disseminate information about the program to the parents of the children to be served, as well as to the general public. If parents are limited English proficient, information will be disseminated in their native language if possible.
Title III Limited English Proficiency (LEP) - Parent Involvement
The District will inform parents of a child identified for participation in a language instruction educational program supported by Title III following federal policy timelines for students who enter at the beginning of or during the school year. Parents will be informed about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the Show-Me standards. In addition, the district will follow federal policy guidelines on informing parents about their child's LEP program and services, as well as their parental rights. Parents of children participating in a Title III program will be given notice of any failure of the program to make progress on the annual measurable achievement objectives described in the program. This notice will be provided following federal policy timelines. The required notices described will be provided in an understandable and uniform format and, to the extent practical, in a language that the parent can understand.

Title IV Safe and Drug-Free Schools and Communities (SDFSC)
On an ongoing basis, the District will consult with parents and other community members with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals) in order to develop its application and to seek advice regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community. Based on the performance measures, the program or activity will undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools being served. The results of such evaluation will be used to refine, improve, and strengthen the program, and to refine the performance measures. In addition, the results will be made available to the public upon request, with public notice that results can be obtained. The District will make a reasonable effort to inform parents or guardians of students of the contents of programs or activities funded through SDFSC. The District will withdraw a student from any program or activity supported with SDFSC funds upon written request from the parents or legal guardians of students.

Title V.A Innovative Programs - Parent Involvement
The District will engage in and document systematic consultation with parents of students (not including those parents employed by the school district), teachers, administrators, and other local groups deemed appropriate in planning for use of the District's Title V funds.

CODE OF CONDUCT
Dear Parents and Guardians:

Our most important promise to you is that your child will attend school and learn in a safe and secure environment. One step that helps us to maintain such an environment is to provide all students and their parents and guardians a set of clear expectations for student behavior and steps that the school will take to respond when a student fails to meet those expectations.

Attached is the new Code of Conduct for the Special Education Schools, Court Programs, and Career Training Program. As you will see when you review the Code of
Conduct, principals may choose from a wide range of options in responding to student conduct, depending upon the characteristics of the individual child and the severity and frequency of the offense.

It is our intent to support students in making positive choices in their behavior and administer discipline only when absolutely necessary. In this way, we can provide students the structure and limits they need while working to ensure their safety and security.

Please read this code and review it with your child, then sign and return the Acknowledgement. If you have any questions, you may contact your child’s principal or teacher.

Wendi Pendergrass
Director, SSD Schools

CODE OF CONDUCT
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 an aggravated circumstance of any offense or an action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the District, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not
necessarily limited to, acts of students on school property, including playgrounds, parking lots and school transportation, or at a school activity, whether on or off school property.

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: Discipline of Students with Disabilities.

Reporting to Law Enforcement

It is District policy to report all crimes occurring on school property to law enforcement, including, but not limited to, the crimes the District is required to report in accordance with law.

The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First, second or third degree assault under §§ 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.
6. Forcible rape or sodomy under §§ 566.030, .060, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse pursuant to § 566.100, RSMo.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the District’s policy. In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the District is aware is under the jurisdiction of the court.

Documentation in Student’s Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any offense that constitutes a "serious violation of the District’s discipline policy" must be documented in the student’s discipline record in accordance with law. Policy JGF defines a "serious violation of the District’s discipline policy" as one (1) or more of the following acts if committed by a student enrolled in the District:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property, on school transportation or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten (10) school days.

Prohibition against being on or near School Property during Suspension

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

Any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any public school in the District unless one (1) of the following conditions exist:
1. The student is under the direct supervision of the student’s parent, legal guardian or custodian.
2. The student is under the direct supervision of another adult designated by the student’s parent, legal guardian or custodian, in advance, in writing, to the principal of the school that suspended the student.
3. The student is in an alternative school that is located within 1,000 feet of a public school in the District.
4. The student resides within 1,000 feet of a public school in the District and is on the property of his or her residence.

If a student violates this prohibition he or she may be suspended or expelled in accordance with paragraph 10, "Failure to Meet Conditions of Suspension," listed below.

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

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

<table>
<thead>
<tr>
<th>First Offense:</th>
<th>Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.</th>
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</thead>
<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>1-180 days out-of-school suspension or expulsion. Restitution if appropriate.</td>
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</table>

2. Assault
   a. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.
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<tr>
<th>First Offense:</th>
<th>Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.</th>
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</thead>
<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>In-school suspension, 1-180 days out-of-school suspension, or expulsion.</td>
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</table>

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

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<tr>
<th>First Offense:</th>
<th>Expulsion.</th>
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</table>

3. Automobile/Vehicle Misuse--Discourteous or unsafe driving on or around school property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on school property.

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<thead>
<tr>
<th>First Offense:</th>
<th>Suspension or revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.</th>
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<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>Revocation of parking privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.</td>
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</table>

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

<table>
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<tr>
<th>First Offense:</th>
<th>Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.</th>
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<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>1-180 days out-of-school suspension or expulsion.</td>
</tr>
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</table>

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

6. Dishonesty--Any act of lying, whether verbal or written, including forgery.
7. Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved)--Verbal, written, pictorial or symbolic language or gesture that is directed at any person and that is rude, vulgar, defiant, in violation of District policy or 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.

<table>
<thead>
<tr>
<th><strong>First Offense:</strong></th>
<th>Nullification of forged document. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subsequent Offense:</strong></td>
<td>Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.</td>
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</table>

8. Drugs/Alcohol (see Board policies JFCH and JHCD)

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

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<tr>
<th><strong>First Offense:</strong></th>
<th>In-school suspension or 1-180 days out-of-school suspension.</th>
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<tr>
<td><strong>Subsequent Offense:</strong></td>
<td>1-180 days out-of-school suspension or expulsion.</td>
</tr>
</tbody>
</table>

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

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<tr>
<th><strong>First Offense:</strong></th>
<th>In-school suspension, 1-180 days out-of-school suspension.</th>
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<tbody>
<tr>
<td><strong>Subsequent Offense:</strong></td>
<td>1-180 days out-of-school suspension or expulsion.</td>
</tr>
</tbody>
</table>

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

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<thead>
<tr>
<th>First Offense:</th>
<th>1-180 days out-of-school suspension or expulsion.</th>
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<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>1-180 days out-of-school suspension or expulsion</td>
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</table>

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

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<tr>
<th>First Offense:</th>
<th>Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.</th>
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<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>In-school suspension, 1-180 days out-of-school suspension, or expulsion.</td>
</tr>
</tbody>
</table>

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

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

<table>
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<tr>
<th>First Offense:</th>
<th>Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.</th>
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<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.</td>
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</table>

11. 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, disturbing, disrupting or causing the evacuation or closure of school property.

<table>
<thead>
<tr>
<th>First Offense:</th>
<th>Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.</th>
</tr>
</thead>
</table>
12. Fighting (see also, "Assault")--Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

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

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

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

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

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

15. Sexual Harassment (see Board policy AC)

a. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature that has the purpose or effect of unreasonably interfering with a student’s educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

| First Offense: | Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |
b. Unwelcome physical contact based on gender or of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student’s educational performance or creates an intimidating, hostile or offensive educational environment. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether or not the touching occurred through or under clothing.

<table>
<thead>
<tr>
<th>First Offense:</th>
<th>In-school suspension, 1-180 days out-of-school suspension, or expulsion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>1-180 days out-of-school suspension or expulsion.</td>
</tr>
</tbody>
</table>

16. Technology Misconduct (see Board policy EHB and procedure EHB-AP)

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

<table>
<thead>
<tr>
<th>First Offense:</th>
<th>Restitution. Principal/Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.</td>
</tr>
</tbody>
</table>

b. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other electronic communication devices during the regular school day, including instruction class time, class change time, breakfast or lunch, unless previously approved by the principal.

<table>
<thead>
<tr>
<th>First Offense:</th>
<th>Confiscation, principal/student conference, detention, or in-school suspension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.</td>
</tr>
</tbody>
</table>

c. Violation other than those listed in "a," "b," or of Board policy EHB and procedure EHB-AP.
| First Offense: | Restitution. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension. |
| Subsequent Offense: | Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion. |

17. Theft—Theft, attempted theft or knowing possession of stolen property.

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

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

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

19. Tobacco

a. Possession of any tobacco products or related products (lighters, matches) on school grounds, school transportation or at any school activity is prohibited.

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

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

| First Offense: | Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension. |
| Subsequent | Confiscation of tobacco product. In-school suspension |
20. Truancy (see Board policy JED)--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.

| First Offense: | Principal/Student conference, detention, or 1-3 days in-school suspension. |
| Subsequent Offense: | Principal/Student conference, detention, or 1-3 days in-school suspension and possible loss of credit. |

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

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

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

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

23. Weapons (see Board policy JFCJ)

a. Possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo., which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.

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

<table>
<thead>
<tr>
<th>First Offense:</th>
<th>One (1) calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequent Offense:</td>
<td>Expulsion.</td>
</tr>
</tbody>
</table>

All other board policies can be found on [http://www.boarddocs.com/mo/ssdmo/Board.nsf/Public](http://www.boarddocs.com/mo/ssdmo/Board.nsf/Public)

**Discipline of Students with Disabilities and other policies**

The obligation and the responsibility to attend school regularly and to comply with the District’s discipline policies applies to all students. When appropriate, the District may discipline a student with a disability who has not complied with the District’s discipline policies in a manner that is consistent with the District’s policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten school days. If a student with a disability is removed for less than ten cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed.

**Removal for Not More Than Ten Consecutive School Days**

A student with a disability who violates the District’s discipline policy who has not been removed from the current educational placement for more than ten cumulative days for the current school year
may be disciplined for not more than ten consecutive school days in the same manner as other students.

Services will not be provided to the student when the total number of days the student has been removed from the current educational placement is not more than ten days, unless services are provided to children without disabilities who have been similarly removed.

**Removal for More Than Ten Cumulative School Days**

A student with a disability who violates the District’s discipline policy who has been removed from the current educational placement for more than ten cumulative days in the current school year maybe disciplined for not more than ten consecutive school days in the same manner as other students, if the pattern of short-term exclusions totaling more than ten cumulative days does not constitute a change of placement.

On the eleventh day of removal in a school year, the District will provide educational services. If the cumulative removals do not constitute a change in placement, the services to be provided will be determined by school personnel in consultation with the student’s special education teacher.

A series of removals from the current educational placement for more than ten days may amount to a pattern of exclusion that constitutes a change in placement. If a student with a disability has been removed for more than ten cumulative school days and the removals constitute a change of placement, or if a school administrator determines that a removal for more than ten consecutive school days is being considered, on the date a decision to make such a removal is made, the parents will be notified of the decision and provided a copy of the IDEA (Individuals with Disabilities Education Act) procedural safeguards.

Not later than ten business days after commencing a cumulative removal that constitutes a change of placement or when considering a removal of greater than ten consecutive schooldays, the District will convene an IEP (Individualized Education Program) meeting to develop a functional behavioral assessment plan if one has not been previously been conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as necessary.

In addition, not later than ten days after the date of the decision to remove a student for more than ten cumulative days constituting a change of placement or for consideration of a removal of more than ten consecutive school days, the IEP team and other qualified personnel will meet to review the relationship between the student’s disability and the behavior subject to disciplinary action.

If a determination is made that the student’s behavior was not a manifestation of the student’s disability, disciplinary rules will be applied to the student in the same manner
they would be applied to a student without a disability, except that a free appropriate public education will be provided to the student as determined by the IEP team.

**Long-Term Changes in Placement (Drugs and Weapons)**

In addition to any other actions consistent with this regulation, District administrators may assign a student to an interim alternative educational setting for a period of time not to exceed 45 calendar days, when a student with a disability:

1. Possesses a weapon at school or at a school function; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function.

On the date a decision to make such a removal is made the parents/guardians will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten business days after commencing such a removal, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not been previously conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as needed.

Not later than ten days after the date of the decision to assign a student to an interim alternative educational setting, the IEP team and other qualified personnel will meet to review the relationship between the student’s disability and the behavior subject to the disciplinary action and to determine the interim alternative educational placement. The IEP team will decide on an interim alternative educational setting that will allow the student to continue to progress in the general education curriculum, to receive the services and modifications that will enable the child to meet the goals set out in the student’s IEP, and to receive services and modifications to attempt to prevent the student’s behavior from recurring.

**Students Not Yet Identified as Disabled**

A student who qualifies as a child with a disability but has not been identified as a child with a disability may be subjected to the same disciplinary measures applied to students without disabilities if the District did not have knowledge of the disability.

**Students with Disabilities Not Eligible under IDEA**

This section summarizes the procedural rules for students who have disabilities under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, but do not require special educational services as a “child with a disability” under Part B of the IDEA.
The expulsion of such a student, the exclusion of the student for an indefinite period, or the exclusion of the student for more than ten consecutive school days constitutes a “significant change in placement.” A series of suspensions each of which is ten or fewer days in duration, but that creates a pattern of exclusions, may also constitute a “significant change in placement.” Before implementing a suspension of expulsion that constitutes a significant change in the placement of a student with a disability, the District will conduct a re-evaluation of the student to determine whether the misconduct in question is caused by the student’s disability and, if so, whether the student’s current educational placement is appropriate. If it is determined that the misconduct is not caused by the student’s disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

Definitions

**Illegal Drug** means a controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

**Weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, as defined in District Policy JFCJ, Section 571.010 RSMo., or 18 U.S.C. 921.

Policy: JGE
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**Controlled substance** means a drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. §812(c).

Adopted: May 7, 2001
September 23, 2003

Cross Refs: JFCH – Student Alcohol and Drug Abuse
JFCJ – Weapons in School
JG – Student Discipline
JGD – Student Suspension and Expulsion

**I. ATTENDANCE**

Students are expected to attend school on a daily basis. Regular school attendance is important for student progress and growth. SSD abides by the compulsory attendance laws of Missouri. The Special School District Board Truancy policy JEDA is listed for your reference below.

**Truancy**

Regular school attendance is an integral factor in school success. Each day of school provides valuable experiences of classroom interactions and curricular instruction. The purpose of the Special School District truancy policy is to encourage regular and punctual school attendance. Though it is recognized that absence from school may be necessary under certain conditions, excessive absences constitute a violation of this policy.

Students who are absent from school without the knowledge and consent of their parents or guardians and the District administration, or students who leave school during any session without the consent of
the building principal or designee, will be considered truant. Students may also be considered truant if they have accumulated excessive unjustifiable absences, even with the consent of a parent or guardian.

**Excused Absences**

Certain circumstances may cause a student to be absent from school. Examples of these include but may not be limited to:

- Illness or hospitalization.
- Death in the family.
- Medical or dental appointment.
- Religious observance.
- Personal emergencies.

**Unexcused Absences**

Any absence not duly reported to school authorities by parent/guardian.

**Excessive Absences**

Whether excused or unexcused, excessive absences may adversely affect a student’s performance, advancement, self-esteem, and achievement. Typically, absence above twelve days in a semester is considered excessive. After this point, appropriate third party written documentation (i.e. doctor, lawyer, etc) may be required by the principal to determine if an absence is excused. The District administrator responsible for student attendance records will be advised when a student’s absenteeism is excessive.

**School Response Options**

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. Notification of law enforcement agency or Children’s Division
7. IEP conference

**Tardiness**

Tardiness is the arrival to the classroom or school after the designated start of the school day or start of a class period. Parents or guardians of students who are tardy to school must sign in the student at the building office when they arrive.

**School Response Options**
School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. Notification of law enforcement agency or Children’s Division
7. IEP conference

The state minimum high school graduation requirements comprise 24 units of credit that must be earned prior to graduation. The requirements are stated in terms of the number of units of credit that must be earned in each of several subject areas. To earn one unit of credit, a student must meet all the course requirements and earn a passing grade in a course that meets for at least 7,830 minutes a year. Half- and quarter-units of credit may be earned for courses meeting proportionately fewer minutes. **Student with excessive absences may be in jeopardy of not earning the subject credits.**

II. SCHOOL DRESS

Students should be appropriately dressed to attend school. Insignia and slogans on clothing that are offensive, gang related or profane are not permitted. Clothing advertising illegal controlled substances or alcohol products is not to be worn. Clothing which brings undue attention such as halters, off the shoulder tops, low necklines, bare midriffs, short skirts, underwear tops, muscle shirts, transparent/net and tight garments are not to be worn. Pants that sag below the waist may not be worn. Any article of clothing worn by the students that brings undue attention, causes a disruption is considered to be in poor taste, or a safety hazard shall not be worn. Additionally, clothing should be appropriate for the weather.

**School Response Options**

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. IEP conference

III. CARE OF SCHOOL PROPERTY BY STUDENTS

Students are expected to take reasonable care of school property. Students will be required to pay for books, school supplies, school equipment or other school property lost or damaged beyond ordinary wear and tear. Payment will be assessed by the building principal or designee based on the price of the lost or damaged property.
Any student who purposely defaces or damages school property will be required to pay for all damages and may be subject to additional disciplinary action.

Under Missouri law, parents or guardians of juveniles under the age of 18 are responsible for vandalism, loss or damage caused by their children up to an amount of $2000. If parents or guardians or their children fail to pay for such damage, the District may file a claim in the appropriate court for recovery of such loss and may report the case to the proper legal authorities. (Board Policy JFCB)

School Response Options

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. In-school or out-of-school suspension (one to ten days)
7. IEP conference
8. Notification of law enforcement agency
9. Restitution

IV. WEAPONS IN SCHOOL

The Board recognizes the importance of preserving a safe educational environment for students, employees and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school grounds, buses or at school activities.

A weapon is defined to mean one or more of the following:

- A firearm as defined in 18 U.S.C. 921.
- Any device defined in 571.010, RSMo., including a blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, switchblade knife, razor, knuckles, machine gun, projectile weapon, rifle shotgun or spring gun.
- Any knife, instrument or device customarily used for attack or defense against an opponent, adversary or victim; or any instrument or device used to inflict physical injury or harm to another person; or any object designed to look like or imitate a device as described above.

In accordance with federal and state law, any student who brings or possesses a firearm as defined in 18 U.S.C. or a device as defined in 571.010, RSMo. On school property, on a school bus to and from school, or at any school activity will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education in order to comply with Part B of IDEA and Section 504 of the Rehabilitation Act when a student’s offense is related to his/her disability. Students who use or possess other weapons defined in this policy will be subject to suspension and/or expulsion from school and in all cases involving weapons, law enforcement authorities will be contacted and appropriate legal action will be initiated by the school’s administrative authority. (Board Policy JFCJ)

School Response Options
School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Parent contact and conference
2. Student conference with principal or designee
3. Loss of privileges
4. In-school or out-of-school suspension (one to ten days with possible recommendation to superintendent for additional suspension days)
5. IEP conference
6. Notification of law enforcement agency (required)

V. ELECTRONIC COMMUNICATIONS

Electronic communications systems include pagers, cell phones, SSD’s internal computer network, the Internet, email, voice mail, and District computer equipment, hardware, and software. Abuse of electronic communications systems includes intentionally attempting to or actually doing any of the following:

- violating any state or federal laws regarding electronic communication, receiving, transmitting, or displaying unlawful, obscene, vulgar, or otherwise improper information or materials
- violating copyright laws
- utilizing the device in a manner that is disruptive, detracts from, or interferes with teaching and learning
- vandalizing data of another user,
- using finite resources in a wasteful manner
- gaining unauthorized access to district systems or resources
- invading the privacy or using electronic accounts of others
- posting personal communications without the author’s consent
- forwarding “chain letters” or other inappropriate email messages
- placing unlawful information, computer viruses, or other harmful programs on district systems or personal systems of others, or
- damaging or stealing district hardware, software, or network resources.

School Response Options

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Parent contact and conference
2. Student conference with principal or designee
3. Loss of privileges
4. Loss of access to electronic communication systems
5. In-school or out-of-school suspension (one to ten days with possible recommendation to superintendent for additional suspension days)
6. IEP conference
7. Notification of law enforcement agency

VI. OTHER STUDENT BEHAVIORS

In addressing student behavior and student discipline, school officials will give primary attention to the individual characteristics, educational needs, and IEP of each student. Based upon that information, school officials will respond as appropriate for that student and communicate the school’s
response to the student’s parent or guardian. When possible, school officials will consult with the student’s parent, teacher, and other involved parties prior to determining the school’s response.

**Academic Dishonesty**

Includes but is not limited to forgery, plagiarism, copying homework, assignments, or assessments from staff or other students, bringing answers into the testing area, providing answers to another student, or using unauthorized notes or technology.

**School Response Options**

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. In-school or out-of-school suspension (one to ten days)
7. IEP conference
8. No credit given for the student’s work or assessment
9. Notification of law enforcement authorities if the behavior involves legal documents or processes

**Use of language or gestures that are obscene, disparaging, demeaning, or disruptive**

Words or actions in verbal, written, or symbolic form that are meant to harass or injure people, that are offensive or obscene, or that substantially disrupt classroom work, school functions, or school activities.

**School Response Options**

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. In-school or out-of-school suspension (one to ten days)
7. IEP conference

**VII. Bus Misconduct**

Students are expected to exhibit behavior consistent with the student code of conduct. The school will respond to any behavior listed in the code of conduct, if demonstrated on a bus or other transportation, in a manner consistent with the relevant section of the code. Behavior more specific to bus safety will be addressed as follows:

1. Informal conference with teacher
2. Parent notification
8. Student conference with principal or designee
9. Parent contact and conference
10. Loss of privileges  
11. In-school, out-of-school, or bus suspension (one to ten days)  
12. IEP conference

VIII. Fighting

Physical confrontation in which both parties have contributed to the conflict verbally or by physical action.

School Response Options

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher  
2. Parent notification  
3. Student conference with principal or designee  
4. Parent contact and conference  
5. Loss of privileges  
6. In-school or out-of-school suspension (one to ten days)  
7. IEP conference  
8. Notification of law enforcement authorities.

IX. Bullying and Hazing

The district prohibits all forms of bullying, hazing, and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with Policy JG. Such discipline may include suspension or expulsion from school and disqualification from participation in activities. Students who have been subjected to bullying or hazing shall promptly report such incidents to a school official.

District staff, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of bullying or hazing; nor shall they plan, direct, encourage, assist or participate in any activity that involves bullying or hazing. District staff shall report incidents of bullying and hazing to the building principal. The principal shall promptly investigate all complaints of bullying and hazing and shall administer appropriate discipline to all individuals who violate this policy. Violation of this policy by district staff may result in disciplinary action for those staff up to and including termination.

The district shall annually inform students, parents, district staff, substitutes, and volunteers that bullying and hazing is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions by the coach or sponsor at the start of the season or program.

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 hazing.

Definitions

Bullying: Bullying is repeated and systematic intimidation, harassment and attacks on a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence; verbal taunts; name-calling and put-downs; threats; extortion; theft; damaging
property; exclusion from a peer group; cyber bullying; sexual or gender bullying; threats of retaliation to students for reporting.

**Cyber bullying:** Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence.

**Hazing:** Hazing is any activity, on or off of school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

Actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities may constitute hazing. Any forced physical activity that could adversely affect the physical health or safety of an individual may constitute hazing, including, but not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing the consumption of any food, liquor, drug or other substance; forcing inhalation or ingestion of tobacco products. Even if a student is a willing participant it may constitute hazing.

Hazing is not allowed as a method of induction. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district, and legitimately related to the purpose of the organization.

**School Response Options**

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. In-school or out-of-school suspension (one to ten days; possible recommendation to superintendent for additional suspension days or expulsion.)
7. IEP conference
8. Notification of law enforcement authorities.

**X. Gang-Related Activity**
Behavior, including dress, of a verbal, written, or symbolic nature that is related to gang membership or activity and detracts from the educational mission of the school.

**School Response Options**

School administration will respond with one or more of the following options, depending upon the severity or frequency of the offense:

1. Informal conference with teacher
2. Parent notification
3. Student conference with principal or designee
4. Parent contact and conference
5. Loss of privileges
6. In-school or out-of-school suspension (one to ten days)
7. IEP conference
8. Notification of law enforcement authorities.

**APPEAL OF DISCIPLINARY ACTION**

Upon issuance of a disciplinary action, the parent/guardian of a student may appeal that action. The avenues of appeal are to be taken in the following order:

1. Informal verbal contact with principal issuing the disciplinary action
2. Written appeal to principal issuing the disciplinary action
3. Written appeal to Director of Special Education Schools
4. Written appeal to Executive Director
5. Written appeal to Associate Superintendent
6. Written appeal to Superintendent
7. Written appeal to Board of Education

A parent/guardian may appeal the disciplinary action within 5 days of the issuance of that action. Within 5 school days of receipt of the appeal, the party to whom the appeal is made will issue a written response to the parent/guardian. The parent/guardian may appeal that decision in writing within five days to the next party.
The appeal should include:

1. The action being appealed
2. Facts of the matter
3. Reasons the action should be overturned.

INTERROGATIONS, INTERVIEWS, AND SEARCHES OF STUDENTS

Interviews with Police Officers/Juvenile Officers/Other Law Enforcement Officials

The Special School District of St. Louis County has legal jurisdiction over students during the school day and during hours of approved extracurricular activities.

Law enforcement officials may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Such interview and interrogations are discouraged during class time, except when law enforcement officials have a warrant or other court order or when an emergency or other exigent circumstances exist. The principal or designee has the obligation to take reasonable steps to prevent disruption of school operations while at the same time cooperating with law enforcement officials to coordinate efforts and minimize disruptions.

When law enforcement officers or other government officials find it necessary to question students during the school day or during periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private.

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

Searches by School Personnel:

School lockers and desks are the property of the Board of Education, are provided for the convenience of students and, as such, are subject to periodic inspection without notice. Students should not expect privacy with respect to lockers and desks, because the district has and reserves the right to conduct a search of school property at any time for any reason.

A student or student property may be searched based on reasonable suspicion of a violation of District rule, District policy or the law. Reasonable suspicion must be based on facts known to the administration, credible information or reasonable inference drawn from such facts or information. Personal searches, and searches of student property, will be limited in scope based on the original justification of the search. The privacy and dignity of students will be respected. Searches will be conducted in the presence of a same sex adult witness and never in front of other students. Students will not be required to undress, although they may be asked to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

Law enforcement officials will be contacted if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime.
beneath his or her clothing that the student refuses to surrender. Law enforcement officials may be contacted in any case involving a violation of law in which a student refuses to allow a search or in which the search cannot safely be conducted. Parents may also be contacted.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots and inspections of the exteriors of student automobiles on school property. The interior of a student’s vehicle on school premises may be searched if the school authority has reasonable suspicion to believe that such a search will produce evidence that the student has violated or is violating either the law or District policy. **Students are not permitted to drive to school during regular school hours.**

If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper law enforcement officials for ultimate disposition.

**School Resource Officers/School Security Guards**

The school resource officer or security guard may interview or question students to the same extent as other school officials. A school resource officer may also accompany school officials executing a search or may perform searches under the direction of school officials.

**Removal of Students from School by Law Enforcement Officials:**

Before a student at school is arrested or taken into custody by law enforcement or other legally authorized person, the principal will verify the official’s identity. To the best of his or her ability, the principal will verify the official’s authority to take custody of the student by requesting that the officer present a subpoena, a warrant for arrest, a warrant for civil arrest, or other appropriate documentation. The school principal will attempt to notify the student’s parent/guardian that the student is being removed from school.

Occasionally a principal may find it necessary to call the law enforcement officials for assistance in handling a student responsible for a serious offense committed at school. In such a case, the officials may, from time to time, justify the removal of the student from school in the absence of a complaint or warrant.

**Safety/Security**

The School Board has authorized the use of video cameras on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent. Video recordings may become a part of the student’s educational record. The district shall comply with all applicable state and federal laws related to record maintenance and retention. **(Board Policy ECAC)**
ACKNOWLEDGEMENT

This page is to be signed by the parent/guardian and student and returned to your child’s school.

***************

I have read, understand, explained to my child, and will support the school in implementing the Code of Conduct.

___________________________________
Parent Signature

______________________
Date

***************

I understand and will follow the Code of Conduct.

___________________________________
Student Name

______________________
Date

Special School District
11210 Clayton Rd * Town & Country, Missouri 63131 * 314-989-8100
August 2014

Dear Students and Parents,

Welcome to Bridges! The administrative staff and faculty are committed to providing our students exemplary educational opportunities to reach their highest potential and maximize their quality of life. This handbook outlines basic program information, district policies, emergency procedures and the student Code of Conduct. The teaching staff will review this handbook with the students. A copy will be provided to all families so that students and parents’ know what is expected of them.

Please take time to read the booklet, sign below, detach slip and return it to the classroom teacher. In addition, please review the section in the back of this book and sign/return the Code of Conduct, Emergency Contact Form, Parent/School Compact, Multi-Use Permission Form, Behavioral and Mental Health Instruments, Electronic Communication Systems User Agreement, and Over-the-Counter Medication for Students. Should you have any questions regarding the handbook or other concerns, please feel free to contact us.

Thank you for your help and involvement. As a team, we can provide a safe and strong learning environment for all students.

Sincerely,

Kelly Krussel
Principal
(314) 989-7540

We have reviewed the contents of the 2014 – 2015 Bridges Handbook
I have read, understand, explained to my child, and will support the school in implementing the Code of Conduct.

________________________________________  ___________________________
Parent Signature                      Date

I understand and ill follow the Code of Conduct.

________________________________________  ___________________________
Student Signature                     Date
Special School District of St. Louis County
Bridges Program
Parent/School Compact

Parent/Care Provider Section

I understand that my participation in my child’s (the child I provide care to) education is important and I will help with his/her achievement. Therefore, I am agreeing to carry out the following responsibilities:

- Ensure that my child comes to school regularly.
- Ensure that my child comes to school rested.
- Keep school officials aware of any medical changes with my child.
- Actively work with teacher/school to facilitate open and on-going communication.
- Help my child become acquainted with school/bus policies and procedures as detailed in the handbook.
- Complete and return all form in a timely manner.
- Participate in my child’s annual Individualized Education Plan Conference and in decisions relating to the education of my child.

_____________________________                 ______________________
Parent/Care Provider                                                                  Date

Classroom Staff/Therapist/Support Staff Section

We understand our role as the educators and how important each school day is to every child. Therefore, we are committed to doing the following:

- Provide a safe, positive, and healthy learning environment for your child.
- Respect and nurture cultural/religious differences of all students and families through curriculum and school climate.
- Meet the individual needs of your child through the provision of high-quality curriculum and instruction.
- Make a personal attempt to invite you to the annual (IEP) Individualized Education Plan Conference.
- Frequently communicate with you on and ongoing basis regarding your child’s progress through quarterly reports and communication logs.
- Provide opportunities for you to volunteer, participate, and observe in your child’s classroom

_____________________________                     __________________
Case Manager                                                                             Date

Student Section
I understand my role as a student and how important each school day is to me. Therefore, I am agreeing to make an effort to carry out the following responsibilities:

- Attend and participate in school daily.
- Come to school rested.
- Be safe, peaceful, cooperative, and kind.
- Follow school and bus policies and procedures as detailed in my handbook.
- Attend and participate in my annual IEP.

__________________________________
Student                                                                                                                         Date
Bridges Program Multi-Use Permission Form
2014-2015 School Year

Dear Parent/Guardian,

To avoid the inconvenience of repeated requests for routine permission forms, all required permissions for this school year have been combined on this two-sided form. Please indicate yes or no in each category listed and sign on the reverse side in the designated area.

Parents will be notified in advance of any scheduled community trips. Due to the nature of unscheduled community-based instruction trips, we are sometimes unable to inform parents of this unexpected opportunity in advance. Thank you for your assistance and cooperation. If you have any questions regarding the items listed, please contact school at (314) 989-7540.

COMMUNITY BASED INSTRUCTION
The purpose of this program is to promote the generalization of skills learned in the classroom to real-life community settings. Students participate in instructional activities occurring outside of Bridges School in a community setting.

My child has permission to participate in the community based instruction program with transportation being provided by Special School District of Bi-State. Some trips may involve walking to nearby locations. I understand that at times I will be asked to provide a nominal fee to cover the cost of certain trips.

YES ( ) NO ( )

UNSCHEDULED COMMUNITY TRIPS
I understand that my child’s class may occasionally have the opportunity to participate in a community activity not previously scheduled. I give my permission for my child to go on community based instruction trips other than his/her pre-designated and scheduled times.

YES ( ) NO ( )

VIEWING OF MOVIES
I give permission for my child to view a PG and PG-13 rated movies under adult supervision. Movies will only be shown as an instructional strategy and as part of the curriculum.

YES ( ) NO ( )

PERMISSION TO PHOTOGRAPH FOR SCHOOL USE ONLY
I give permission for the staff of Bridges School to photograph my child for use in classroom activities/instruction and for in-school recognition such as student of the week, etc. and for the annual yearbook. These photographs will not be used outside of the school setting.

YES ( ) NO ( )
PERMISSION TO PHOTOGRAPH AND/OR RECORD
I give my permission for Special School District to photograph and/or record my child. I agree that this photograph or voice recording may be used in publications, slides, videotapes, motion pictures and area newspapers. I understand that the resulting photographs, stills, slides, video tapes, motion pictures and audio tapes may be published for the purpose of instruction or informing staff, students, parents or general public of school programs or events. I also give my permission form my name and/or that of the above named student to be published with the above listed photographs or recordings.

YES (    ) NO (    )

AUTHORIZATION TO SHARE/RELEASE INFORMATION WITH THE DIVISION OF VOCATIONAL REHABILITATION, DEPARTMENT OF MENTAL HEALTH- REGIONAL CENTER, SOCIAL SECURITY ADMINISTRATION AND OTHER ADULT SERVICE PROVIDERS (For students 14 and older)
I/We authorize the Special School District to release Psychological Evaluations and IEP reports to the Division of Vocational Rehabilitation, Department of Mental Health-Regional Center, Social Security Administration, other adult service providers and their representatives. This includes discussing and providing related information with staff needed to make eligibility and placement determinations and inviting counselors/case managers to IEP meetings. In addition to evaluation and IEP reports, a variety of educational and work related information will be shared for the purposes of employment training and planning for adult life.

YES (    ) NO (    )

AUTHORIZATION TO SHARE/RELEASE INFORMATION FOR TRAINING/PLANNING/EMPLOYMENT PURPOSES
I/We authorize the Special School District staff to share information for training, planning, or employment purposes. I understand that staff will be providing information about the student to work staff at the training site and/or prospective employers. The information to be released will be work-related or academic in nature and may include information contained in the student’s IEP. This may also include obtaining/sharing Job/Training Progress Reports and Attendance Reports when applicable to job placement and/or training. SSD staff may also invite site personnel to IEP meetings to discuss work-related information.

YES (    ) NO (    )

____________________________________  ________________
Parent/Guardian Signature Date

____________________________________  ________________
Student Signature (if over 18 and own guardian) Date
Parental Information and Resource Center (PIRC)

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I-A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at http://www.nationalpirc.org/directory/MO-32.html
Dear Parent or Guardian:

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

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

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

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

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

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

Sincerely,
Wendi Pendergrass
Director SSD Schools
Educating Missouri’s Homeless Children

The McKinney-Vento Act, part of the No Child Left Behind Act of 2001, 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
-awaiting foster-care placement
- 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, proofs of residency, birth certificates or other documentation that is usually required.

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

The Homeless Coordinator
A school district’s homeless coordinator plays a vital role in ensuring that children and youth experiencing homelessness enroll and succeed in school. The McKinney-Vento Act requires that every school district appoint a homeless coordinator who serves as the link between homeless families and school staff, district personnel, shelter workers and social-service providers. Special School District’s homeless coordinator is MaryLee Burlemann who can be reached at 314-989-8125.

Call Missouri’s Homeless Coordinator at (573) 522-8763
Missouri Department of Elementary and Secondary Education - Federal Discretionary Grants
- PO Box 480
Jefferson City, MO 65102-0480 –
http://dese.mo.gov/divimprove/fedprog/discretionarygrants/homeless
Missouri Department of Elementary & Secondary Education NCLB COMPLAINT
PROCEDURES

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C. Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

There are both formal and informal complaint procedures. A formal complaint must be a written, signed statement that includes:
1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and 3. the specific requirement, statute, or regulation being violated.

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:
1. disseminating procedures to the LEA school board,
2. central filing of procedures within the district,
3. addressing informal complaints in a prompt and courteous manner,
4. notifying the SEA within 15 days of receipt of written complaints,
5. timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and
7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days

Who May File a Complaint
Definition of a Complaint
Alternatives for Filing Complaints
Informal and Formal Complaints Received by the Local Education Agency
Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.
Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be
processed according to procedures outlined in sections below.

1. Record. Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.

2. Notification of LEA. Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above. If the complaint is that an LEA is not providing equitable services to private school children, it also will be filed with the U.S. Secretary of Education.

3. Report by LEA. Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, 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. A copy of this procedure also will be filed with the U.S. Secretary of Education, if it involves equity of services to private school children.

4. Verification. Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant. If the complaint is about equity of services to private school children, the U.S. Secretary of Education shall also be given copies of all related communications.

Appeal to the SEA

1. Record. Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.

2. Investigation. The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.

3. Hearing. If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

Informal Complaints Received by the SEA Office
Formal Complaints Initially Received by the SEA Office
Appeals
Decision

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

1. Record. The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.

2. Decision. The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA’s decision.

3. Appeal. The LEA may appeal the decision of the SEA to the SEA review board within
30 days of receipt of the decision. Procedures under the “Appeal to the State Agency Review Board” section will be followed. 

4. Second Appeal. An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.
3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

1. This procedure will be disseminated to all interested parties through the agency webpage at http://dese.mo.gov and to subscribers to the Federal Programs listserv.
2. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
3. DESE will also keep records of any complaints filed through this policy.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

Formal LEA Complaints Against SEA
Complaints Against LEAs Received from the United States Department of Education
Procedure Dissemination
Missouri Child Abuse and Neglect Hotline Numbers

The Missouri Hotline number, 1-800-392-3738 will not accept calls that are made from Out-Of-State phone numbers. This toll free number can only be used if you are calling from a number located in the State of Missouri. If you have an Out-Of-State phone number you will need to contact the alternative number: 1-573-751-3448. This number will connect you directly with the Missouri Child Abuse and Neglect Hotline.

Calling from a Missouri phone number, use **1-800-392-3738**.

Calling from an Out-Of-State phone number such as Illinois, use **1-573-751-3448**.
School districts are sometimes required to participate in different types of surveys in order to meet state and/or federal guidelines and standards. Students’ participation in the surveys assists the school to gather local data regarding specific issues. In some cases, such as the Missouri Combined Youth Survey, the survey results are used to identify problems so that programs can be developed to target those issues.

Before a student can participate in these surveys, it is essential that parents give permission. Under no circumstances are students asked to identify themselves on the survey form. No individual student responses are reported or maintained.

If you grant your permission for your child to participate, you will be notified in advance of the type of survey and be given a sample of the types of questions included in the survey. If you do not want your child to complete the survey, you can notify the building principal. The building principal will remove your child’s name from the survey participation list, and your child will not be asked to complete the survey.

Student’s Name: ____________________________________________ Grade: _________

Building: □ Ackerman School □ Center for Autism
□ Litzsinger School □ Edgewood
□ Neuwohner School □ Epworth
□ Northview School □ Every Child’s Hope
☒ Bridges Program □ Giant Steps
□ Southview School □ Logos
□ Lakeside Center □ Marygrove
□ Juvenile Detention Center □ St. Vincents

In compliance with the information provided above, my child has permission to participate in surveys conducted by the school during the 2013-2014 school year.

Parent/Guardian Signature: __________________________________________

Telephone number: ____________________________ Date: _____________________
SIGN UP TO BE A MEMBER
Of the Federal Programs Parent & Community
Advisory Committee

This district-level committee will meet 3 times in the evening from 6:30-8:30 PM on September 29, January 10, and April 19. The purpose of the committee is to allow parents the opportunity to have a voice in the development of the Consolidated Federal Programs Grants application and administration of the Title programs in the special education and technical schools. All grant funds focus on increasing student achievement.

To learn more about the Federal Programs Parent & Community Advisory Committee or to become involved, please complete the contact information below. Childcare and/or transportation for each meeting can be provided with advanced request.

Name: _________________________________________________________________
Address: __________________________________________________________________
________________________________________________________________________
Phone: Home - ____________________ Cell - ____________________
Email: ________________________________
Child's Name: ___________________________________________________________
Child's School: ___________________________________________________________

Return this with your beginning of the year packet or mail to Phyllis Kulp, Federal Programs, Special School District, 12110 Clayton Road, St. Louis, MO 63131
Special School District  
Student Home Language/ Migrant Survey

Student’s name_________________ DOB____________ Date_____________

School____________________________________________________________________  

Person Completing Survey:  
____Mother___Father___Student___Guardian___Other (Specify)_________________

Circle the best answer to each question and provide additional information:

1. Is English the student’s first language?  
   No    Yes

2. Is any language other than English spoken at home?  
   No    Yes

3. What is the primary language used in the home regardless of the language spoken by the student?  
   English
   Other____________

4. What is the language most often spoken by the student?  
   English
   Other____________

5. What is the language that the student first acquired?  
   English
   Other____________

6. In the last 3 years or currently, has the student or parent(s) been employed in temporary, seasonal, or agricultural activities including any of the following:  
   • Feeding or processing poultry, beef, hogs  
     No    Yes
   • Gathering eggs or working in hatcheries  
     No    Yes
   • Working on a dairy farm or a catfish farm  
     No    Yes

7. Please provide any other related information that would help the school (for example, referral to Gifted or Special Education Programs in prior schools):  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

School Office Personnel: Please return this form to the Intake Office in the Central Office.
Character Development Reference Sheet

**Level One**
10 Days
90% or better

**Level Two**
10 Days
90% or better

**Level Three**
5 Leaders Days consecutively- or –
10 Days Leader (If you have two Leader Days and a Participant Day, then you need 10 days)
90% or better

**Level Four**
20 Days maintaining 95 % or better in all behaviors and 95 % overall will start process to transitioning back to home school.

**Level 1, 2 & 3 Scale**
0% – 69 % = Detractor
70% - 89 % = Participant
90% - 100% = Leader

**Level 4 Scale**
79% or below Detractor
80% -94% Participant
95-100% Leader

Our students may lose their level or days for the following reasons.

- When a student is suspended, they will drop back 1 level to the 1st day of that level. **For students that receive a long-term suspension, this student will return to Level 1 day 1.**
- If a student received 8 Detractor Days in Month they drop back to first day of current level.
- **If a student does not return a signed point sheet by their parent/guardian the next school day, they will not advance to the next day of the level.**
### Character Development Daily Report

- **Leader**
- **Participant**
- **Detractor**

Points - 112 – 101 100 – 79 78 - 0

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<th>Name ______________________</th>
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<td>Date _______________________</td>
<td>Level/Day __________</td>
</tr>
</tbody>
</table>

4 = (0 or 1 warning given) 3 = (2 warnings) 2 = (3 warnings) 1= (4 warnings)
0 = Non-Compliant (5 or more warnings, dangerous behaviors)

### Periods:

<table>
<thead>
<tr>
<th>Period</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>7:25</td>
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</tbody>
</table>

### Behavior Total:

- **Respectful Language**
- **Respectful Actions**
- **Work Ethic**
- **Goal Setting**
  12 -11 = 4, 10 – 9 = 3
  8-7= 2, 6-5=1, 4-0 =0

### Totals:

- **S/R Times**
- **Out of Class** (SW, N, P, G, Bath or Water)

<table>
<thead>
<tr>
<th>S/R Times</th>
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</tbody>
</table>

### Additional Comments:

- **Communication Arts**
- **Math**
- **Other**

**Staff/Student Initials**

**Total Points Possible:**

(4X # of behaviors X # of periods)

Assignments missed/made-up

**Grand Total** (Points Earned)

**Percentage Earned**

**Teacher Signature**

**Student Signature**

**Parent Signature**
**Character Development Daily Report**  □ Leader □ Participant □ Detractor

Name ______________________  Teacher ______________________
Date _______________________  Level/Day ____________________

4 = (0 or 1 warning given) 3 = (2 warnings) 2 = (3 warnings) 1= (4 warnings) 0 = Non-Compliant (5 or more warnings, dangerous behaviors)

<table>
<thead>
<tr>
<th>Periods:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:55-12:00</td>
<td>12:00-12:30</td>
<td>1:00-1:30</td>
<td>2:00-2:30</td>
<td>3:00-3:30</td>
<td>Total:</td>
<td></td>
</tr>
</tbody>
</table>

**Behavior**

| Respectful Language | | | | | | | |
| Respectful Actions | | | | | | | |
| Work Ethic | | | | | | | |
| Goal Setting | | | | | | | |
| 12-11 = 4, 10 – 9 = 3, 8-7 = 2, 6-5=1, 4-0 =0 | | | | | | | |
| Totals: | | | | | | | |
| S/R Times | S | S | S | S | S | S | S |
| Out of Class (SW, N, P, G, Bath or Water) | | | | | | | |
| Staff/Student Initials | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

**Total Points Possible:**

(4X # of behaviors X # of periods) _________  Assignments missed/made-up ____________

**Grand Total** (Points Earned) ______________

**Percentage Earned** ________________

Additional Comments:________________________

Communication Arts: ________________________

Math: ________________________

Other: ________________________

_________________________  Teacher Signature  
_________________________  Student Signature  
X  Parent Signature
<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Respectful Language</th>
</tr>
</thead>
</table>
|        | • Student uses Standard English avoiding cursing, teasing, using any slang, name calling, harassing statements, gang slang, or using nicknames.  
|        | • Tolerates others viewpoints, opinions, lifestyles and their cultures without saying hurtful statements with no more than 1 verbal prompt. |
|        | 2 verbal prompts.    |
|        | 3 verbal prompts.    |
|        | 4 verbal prompts.    |
|        | 5 or more verbal prompts. |

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Respetful Actions</th>
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</thead>
</table>
|        | • Student demonstrates respecting others personal space  
|        | • non-aggressive action towards anyone e.g. hitting, kicking, horse play, pushing, shoving, grabbing, fingers in the face, making hand signs, throwing objects, spitting, or chest bumping  
|        | • Property destruction  
|        | • Sleeping in Class  
|        | • Demonstrating trustfulness in all action and deeds i.e. lying, cheating, or taking others objects,  
|        | • Disrupting others from learning  
|        | • Follows dress code  
|        | • Follows Adult directives  
|        | • Out of Area without permission,  
|        | • Showing awareness/treating others the way they would like to be treated  
|        | • Transportation – staying in EMT until door is open with no more than 1 verbal prompt. |
|        | 2 verbal prompts.    |
|        | 3 verbal prompts.    |
|        | 4 verbal prompts.    |
|        | 5 or more verbal prompts. |

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Work Ethic</th>
</tr>
</thead>
</table>
|        | • Student demonstrates the following expectations by working on a given task/assignments,  
|        | • Asking for help consistently throughout the class period.  
|        | • Complete assignments based on teacher objective/following teacher directions/directives  
|        | Will be monitored in 15 minute increments. With no more than 1 verbal prompt.  
|        | 2 verbal prompts.    |
|        | 3 verbal prompts.    |
|        | 4 verbal prompts.    |
|        | 5 or more verbal prompts. |

<table>
<thead>
<tr>
<th>Goal Setting</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student achieved the short term goal of being a leader by scoring 12-11 on the character development daily report in the 3 areas.</td>
</tr>
<tr>
<td></td>
<td>Scoring 10-9 on the character development daily report in the 3 areas.</td>
</tr>
<tr>
<td></td>
<td>Scoring 8-7 on the character development daily report in the 3 areas.</td>
</tr>
<tr>
<td></td>
<td>Scoring 6-5 on the character development daily report in the 3 areas.</td>
</tr>
<tr>
<td></td>
<td>Scoring 4 or less on the character development daily report in the 3 areas.</td>
</tr>
</tbody>
</table>

Bridges Rubric for Scoring Character Cards
Braiding Character Education and Positive Behavioral Interventions and Supports

What is 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 10 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.

The Bridges Program will focus on character education and academic success everyday. Staff will use lesson plans that combine Character Education and PBIS best practices.
Character Development Reference

Please review the Character Card daily with your child and call if there are any questions. If your child did not bring home a copy, please let us know and we will send copies to your home. This process is a great opportunity to build relationships between our student, their home, and school. It keeps all parties fluent in the progress towards our goals and begins putting the pieces together for our students to reach their potential educational success.
The following forms are to be reviewed, signed, and returned to your child’s school as soon as possible.

If you have any questions or concerns, please call Dr. Krussel. 314-989-7540

All forms must be signed and returned before your son or daughter has access to use our Computer Internet Service.
Bridges provides a safe and structured environment, individualized to meet each student needs, while striving for academic excellence and social development.

Bridges School is committed to building strong academic and character skills for a successful future.