

# **Northview High School Student/Family Handbook**



**2024-2025**

Northview High School  
1520 Derhake Road  
Florissant, MO 63033  
314-989-7300

## **Special School District**

### **Notice of Non-Discrimination and Accommodation**

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



## Special School District of St. Louis County 2024-25 Calendar

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	9
	26	27	28	29	30	10

September 2024						
S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					0
						20

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	1
	28	29	30	31		21

November 2024						
S	M	T	W	T	F	S
						1
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	0
	25	26	27	28	29	18

December 2024						
S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				1
						15

- JULY**  
30-31 Proposed New Teacher Orientation
- AUGUST**  
1 Proposed New Teacher Orientation  
5-15 Staff On Duty, No Students  
16 School Not in Session  
19 First Day of Student Attendance

- SEPTEMBER**  
2 Labor Day Holiday
- OCTOBER**  
24 Staff On Duty, No Students  
25 School Not In Session, Quarter 1 ends

- NOVEMBER**  
5 Virtual Instruction Day  
27 School Not In Session  
28 Thanksgiving Holiday  
29 School Not In Session
- DECEMBER**  
19 Last Day of Student Attendance  
20 Staff on Duty, No Students

- 23-31 Winter Break  
25 Christmas Holiday
- JANUARY**  
1-3 Winter Break  
6 Semester 2 Begins
- 20 Martin Luther King, Jr. Holiday

- FEBRUARY**  
14 Staff On Duty, No Students  
17 Presidents' Day Holiday

- MARCH**  
17-21 Spring Break

- APRIL**  
18 School Not in Session  
21 Staff On Duty, No Students
- MAY**  
22 Last Day of Student Attendance  
23 Staff On Duty, No Students  
26 Memorial Day Holiday,  
27-30 Make-Up Snow Days

- JUNE**  
2-3 Make-Up Snow Days  
2 ESY begins  
19 Juneteenth Holiday

January 2025						
S	M	T	W	T	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	1
	27	28	29	30	31	19

February 2025						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	1
						18

March 2025						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					0
						16

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	1
	28	29	30			20

May 2025						
S	M	T	W	T	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	1
	26	27	28	29	30	16

June 2025						
S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

186 Staff Work Days
172 Student Attendance Days
14 Professional Development Days
6 Make-Up Snow Days

<span style="background-color: #e0e0e0; padding: 2px;"> </span> School not in session	3/11/7
<span style="background-color: #ffcc99; padding: 2px;"> </span> Staff On Duty, No Students (Professional Development)	
<span style="background-color: #cccccc; padding: 2px;"> </span> Make-Up Snow Days (Begin on Fifth Snow Day)	

QTR 1: Aug. 21-Oct. 19	QTR 2: Oct. 23-Dec 20
QTR 3: Jan. 6-March 14	QTR 4: March 18-May 25

Board approved on:

(MoRS 171.031)

## **Special School District** **Mission**

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

## **Special School District** **Vision**

All students realize their full potential in life and learning.

## **Special School District** **Values**

Equity

Commitment

Collaboration



# Northview High School

## **Mission:**

Northview High School is dedicated to serving a diverse community to promote achievement and independence for all.

## **Vision:**

In partnership with families, staff, students, and community, we will assist students to become independent and responsible citizens, and maximize their potential for a fulfilling and successful life.

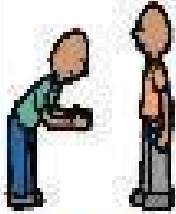
## **Expectations:**

- Demonstrate Respect
- Demonstrate Responsibility
- Demonstrate Best Effort

## **Touchstones:**

- Perseverance
- Respect
- Independence
- Diversity
- Education

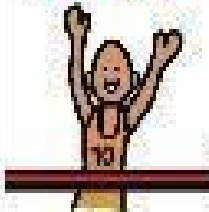
# The Eagle Way



Demonstrate Respect



Demonstrate Responsibility



Demonstrate Best Effort



Guides us to be future leaders

**Northview High School**  
Special School District of St. Louis County  
1520 Derhake Road  
Florissant, Missouri 63033

**Welcome to the Northview 2024-2025 School Year!**

Welcome both new and returning families and friends! We are looking forward to an exciting year! ***Please ensure you set aside some time to review the important information in the 2024-2025 Parent-Student Handbook together.***

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

<b>Northview School Office</b>	314.989.7300
<b>Secretaries</b>	
Dawn Keller	314.989.7301
Anne Hollin	314.989.7300
<b>Fax</b>	314.989.7319
<b>Health Office</b>	
Kelly Honerkamp	314.989.7327
Stephanie Thompson	314.989.7306
<b>Guidance Counselor</b>	
Bridget Thomas	314.989.7348
<b>Social Work</b>	
Sonja Conley	314.989.7362
Natalie Graham	314.989.7318
Kelsey Edwards	314.989.7304
<b>Transition Facilitator</b>	
Rebecca Helms	314.989.7336
<b>Transportation</b>	
North Garage	314.989.7750
<b>Administrators</b>	
Brian O'Connor	Mark Sharp
Principal	Assistant Principal
314.989.7300	314.989.7300
<b>Child Abuse/Neglect Hotline</b>	800-392-3738
<b>School Violence Hotline /</b>	866-748-7047
<b>Safe Schools Hotline</b>	
<b>Board Policies</b>	<a href="#"><u>BOARD POLICIES INDEX</u></a>

August 2024

Dear Students and Families,

Welcome to Northview High School. The administrative staff and faculty are committed to helping students prepare for post-secondary goals, achieve academic goals, increase independent living, and character development. This handbook outlines basic school information, District policies, emergency procedures and the student Code of Conduct. The teaching staff will review this handbook with 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 the slip and return it to the classroom teacher. In addition, please sign the Parent/School Compact inserted into this handbook. 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,  
Brian G. O'Connor  
Principal  
(314) 989-7300

\*\*\*\*\*

**We have reviewed the contents of the 2024-2025 Northview High School Handbook**

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

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

**I understand and will follow the Code of Conduct**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

## Welcome!

Northview High School, established in 1964, is one of the public separate special education schools in the Special School District of St. Louis County. Northview is a secondary school serving students grades 9-12. Northview serves a diverse student population and provides significant support to meet individual student needs as outlined in the individualized education plan.

**Character Development is the foundation of Northview High School. Northview has been recognized multiple times at the national level for Promising Practices in Character Education. In addition, we have achieved the status of being a Missouri School of Character, a recently named Three-Time National School of Character and recognized by the state of Missouri for our work in PBIS (Positive Behavior Supports).** These achievements are the result of the hard work of our students, staff, and families. Respect for self, others, the school, and the community is demonstrated through daily activities. Service learning is an integral part of the education at Northview. We have committed to several Service Learning Projects. Each classroom contributes in some manner and is able to learn about the impact of poverty, hunger, homelessness, animal care, service and giving back. The approach is collaborative, intentional, and purposeful and reaches out on school, local, national, and global levels.

Northview High School is dedicated to serving a diverse community to promote achievement and independence for all. The school mascot, the eagle, represents the strength and pride we strive to develop in our students and staff. The Eagle Way respects a commitment to Perseverance, Respect, Independence, Diversity and Education. Eagle Pride (Doing the Right Thing) is also the school-wide program used to promote recognition of students demonstrating appropriate social skills relating to the school rules: *Demonstrate Your Best Effort, Demonstrate Respect, and Demonstrate Responsibility*. Students earn Eagle Pride tickets and have the opportunity to participate in various activities. Teachers implement regular social skills instruction related to this system of school-wide effective behavior to promote student learning.

Parents are encouraged to get involved with the Parent-Teacher Organization by donating their time and talents. All money raised or donated provides funding for student positive behavior support activities, the school prom, the Holiday dance, the Club of Character, various school-wide activities and much more. Parent volunteers are always welcome.

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

The Northview School community prides itself on the accomplishments of the students it serves. It is through the celebration of each individual student's self-determination in meeting their personal goals that our vision to *maximize student potential for a fulfilling and successful life* comes to fruition!



# Northview Family-School Compact

2024-2025

## Family Pledge

### Our family agrees to:

- ensure that our child comes to school every day;
- engage in two-way communication with school staff;
- encourage reading/learning at home based on student/family need;
- help our child understand school and bus rules and safety procedures as outlined in the school handbook;
- participate in our child's IEP (Individualized Education Plan);
- participate in school wide family engagement opportunities;
- ensure our child has only school related items in their possession when leaving for school and check backpacks for any items not allowed on school property; and
- contact school when our child is absent or late for school.

## School Pledge

### Our school agrees to:

- contact families within two hours of the start of school when students are absent;
- engage in two-way conversations with families;
- communicate important information and dates to families;
- inform families of family engagement opportunities;
- create opportunities for family voice;
- provide instructional resources to families to help their students;
- review all school and bus policies and safety procedures as outlined in the school handbook;
- coordinate with families and students for all IEP and student based meetings;
- create family engagement activities linked to learning; and
- provide a safe school environment by holding all students accountable during the daily check-in process.

## Student Pledge

### I agree to:

- attend and participate in school daily;
- talk with school staff about concerns and needs;
- complete all learning strategies/homework and give best effort at school;
- follow school and bus policies and procedures as detailed in my handbook;
- attend and participate in my annual IEP;
- participate in school wide family engagement opportunities;
- bring only school related items to school; and
- show respect to my fellow classmates and teachers.

### Northview Mission

Northview High School is dedicated to serving a diverse community to promote achievement and independence for all.

### Northview Vision

In partnership with families, staff, students, and community, we will assist students to become independent and responsible citizens, and maximize their potential for a fulfilling and successful life.

### Principal:

Mr. Brian O'Connor  
314.989.7300  
bgoconnor@ssdmo.org

### Assistant Principal:

Mr. Mark Sharp  
314.989.7300  
msharp@ssdmo.org

Attendance Secretary:  
314.989-7300

Website: [www.ssdmo.org/schools/Northview](http://www.ssdmo.org/schools/Northview)





# Northview Family-School Compact

2024-2025

Please sign and return to the school office.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Family Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Case Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Five Roles Families Play to Accelerate Student Learning



**COMMUNICATE HIGH EXPECTATIONS**  
for student performance. Teachers can help families by sharing information about standards and skills.



**MONITOR THEIR STUDENT PERFORMANCE**  
by regularly checking in with them and the teacher. Teachers can support families by proactively engaging with them about student progress.

**SUPPORT LEARNING AT HOME**  
by reinforcing what is being taught in schools. Teachers can help families through consistent partnership and communication.



**GUIDE THEIR STUDENT'S EDUCATION**  
from preschool to college. The school community can support by connecting them to resources and activities to support their unique needs.

**ADVOCATE FOR THEIR STUDENT**  
to ensure they get the necessary support needed. Teachers can engage in two way communication and create feedback-friendly environments.





**Character Development**  
**School-Wide Positive Behavior Supports**  
**Eagle Pride**

Eagle Pride is the name of Northview's school-wide positive behavior support program. One goal of Eagle Pride is to promote the school rules. Another goal is to promote positive character development. All classrooms participate in some form of community service and service learning projects including food drives for local food pantries, donations to various organizations, recycling projects, serving as a peer tutor, and many other opportunities to give back to the community.

Students learn about the challenges of others and how they can be of help by giving back to their community and beyond. This instruction helps students to learn about compassion, kindness, and teamwork. All members of the Northview community reinforce the school rules and teach students pro-social skills in the classroom, in the community, and in all other areas of the school environment. Students are reinforced for demonstrating the school rules with "Eagle Pride tickets. Students participate in school-wide and classroom activities to reinforce prosocial skill development. Students have opportunities to be recognized by staff for demonstrating positive character traits.

- Students/Classrooms who earn an Eagle Pride ticket are recognized weekly.
- Students are recognized at regular Character Celebration Breakfasts with families for the demonstration of good character traits.
- There is an annual induction into the Club of Character for those students in their final years of school who have demonstrated a great deal of character growth.

There are three levels to the behavior support we provide. These levels are called "tiers". The first level, Tier One, deals with school-wide rules which are supported by classroom rules and routines. Tier Two supports include small groups led by social workers, guidance groups and peer or adult mentors. Tier Three supports involve additional strategies such as a daily check in with a preferred adult and staffings held to review strategies and progress.

You can help too! Talk to your students about the school rules and expectations. Provide your students with opportunities to express the school rules and expectations using words, gestures, pictures or communication devices. You can also help by sending in Box Tops for Education, Campbell's' Soup Labels, nonperishable food items, and participating in our fundraisers. Every bit helps to support our various student activities.

# Family Support/Parent Involvement

Our students are most successful when school and home work together to create an environment where learning can take place. You can support your child's education by helping to support and adhere to the following structures our school has in place to make Northview a productive, positive, and safe space for learning and growing:

## **Personal Property:**

- ***Cell phones & electronic devices may not be used during school – it is best to leave them at home - staff are not responsible if cell phones or electronic devices are lost or stolen.***
  - ***All phones and electronic devices MUST be turned in to the student's teacher / case manager immediately upon entering the building.***
  - ***If a student brings a cell phone or electronic device to school and does not follow the school classroom policy, the phone will be confiscated and only returned to a parent/guardian.***
- Students should only bring items necessary for completing school work
- Make sure that your child leaves toys, cell phones, electronics, jewelry, trading cards, etc. at home
- Students are not to trade, borrow, buy, or sell personal items at school or on the bus
- Staff is not responsible for the return of lost/stolen items
- Students will be charged for damaged school / district property

## **School Dress:**

- Insignia/slogans on clothing that are offensive/gang related/Drug related/tobacco related/profane/distracting are not permitted
- Clothing advertising illegal substances or alcohol is not permitted
- Halters, off the shoulder tops, low necklines, bare midriffs, short skirts, underwear tops, muscle shirts, transparent/net and tight garments are not permitted
- ***Headgear that interferes with the student being identifiable by adults or building cameras is not allowable.***
- ***Jackets/coats should be placed in student lockers upon arriving at school***
- Jewelry that presents a safety hazard will need to be removed
- Pants that sag below the waist are not permitted
- Clothing worn that brings undue attention, causes a disruption, or a safety hazard is not permitted
- Staff will offer clothing from our clothing closet if inappropriate clothing is worn
- Clothing should be appropriate for weather
- Please write name on personal items for easy identification
- Shoes should be appropriate for daily activities such as walking on a CBI trip, PE class, using stairs, etc. – ***students should wear closed toed shoes – not sandals or flop-flops***

## **Discipline Referrals**

### Discipline Referral Process

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

Our ultimate aspiration is to inspire self-discipline in every student, fostering a lifelong trait that will benefit them beyond their academic years. We strive to approach student behavior without bias, acknowledging that it often arises from underlying issues or events in their lives, be it related to their disability, homes, families, peers, social media, or the community. Our approach to discipline revolves around fostering growth rather than imposing punitive measures. We consistently convey the message that all students have the capacity to make positive choices that lead to success.

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

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

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

- **Student's age and cognitive ability:** We take into account the developmental stage and cognitive abilities of the student involved, recognizing that disciplinary measures should be age-appropriate and aligned with their understanding.
- **Circumstances surrounding the incident:** We thoroughly examine the specific details and context of the incident in question, understanding that each situation is unique and requires a comprehensive evaluation.

- **Previous serious disciplinary infractions:** We consider any prior instances of misconduct, taking into account the nature of the misconduct, the frequency of such behavior, and the progressive disciplinary actions that have been implemented in response.
- **Imminent threat of serious harm:** We prioritize the safety and well-being of all individuals within our school community. If there is a clear and immediate risk of serious harm, our response will be swift and focused on ensuring the safety of everyone involved.
- **Other mitigating or aggravating circumstances:** We recognize that certain circumstances, such as hate language, images, or symbols, have the potential to cause substantial disruption. While we prohibit their inclusion or display, we are committed to promoting responsible discussions surrounding these subjects for educational purposes.

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

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

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

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

### Major / Minor Forms

- A respectful relationship between students and teachers is expected at all times.
- Minor forms are NOT the first line of defense for teachers in managing behaviors. They want to work with you to find success in the classroom. Verbal Redirection / Proximity Control/or other ways to discourage inappropriate behaviors - - then Loss of Points - - then Minor Infraction Form - - then Major Infraction Form is the chain of consequence.
- *3 minor infractions do not necessarily result in Restorative Center Processing (The consequence for the "major" is decided by the building's administration)*
- *Minor Infractions will accumulate over the course of a 1 month period – admin will meet with student after three (3) minors in 30 days and will conference with the student and make home contact at minimal. Other consequences may result.*
- If a student commits or receives a major infraction, the major form will be completed.
- If a student needs a break – they may utilize the commons or break spaces in the dept or classrooms with permission
- Teachers will utilize behavior strategies and exhaust all behavior plan interventions/care team interventions prior to sending students to the Responsibility Room.

- Staff will always attempt to follow a student's BIP or Care Team Plan with fidelity to the best of their ability

**Restorative Center-Northview has an established process rooted in restorative practices to assist students in repairing harm and processing after incidents that are disciplinary in nature and cause harm to others in the school community. If your student is assigned to the restorative center following an incident the following processes will be utilized:**

- Students assigned to the Restorative Center will be automatically dropped to participant level.
- If students are suspended, they will come to the Restorative Center on their first day back to school from suspension.
- All students who have been assigned time to the restorative center will report to the Responsibility Room by 7:35 AM. Assigned staff will have textbooks, paper, pen, pencil and any other materials needed to complete assignments.
- All students will have assigned seating and will keep the area clean and graffiti-free. Defacing tables, cubicles, desks and/or walls will not be tolerated.
- Students attend 7:35-11 unless not participating, then building administration will decide if the student's time in the Restorative Center is extended. Maximum time in the Restorative Center is 2 days. After that time, the team will meet to determine an alternative plan.
- Students placed in the restorative center will be working on lagging skills rather than being able to attend extra-curricular activities at that time. Activities include but are not limited to assemblies, dances, theme days, sports practices/games, or any other school activity/event. This will continue until the needs of people who were harmed have been met.
- Participant Level students are not allowed to attend extra-curricular activities until they demonstrate the respect, responsibility, and best effort necessary to engage in these events..
- Related Services will adjust their schedules to fit with the Restorative Center schedule.
- Medication of any kind will be administered by the school nurse in the Restorative Center
- Upon arrival at the Restorative Center the first time, students will receive a detailed student orientation for the purpose of clearly communicating the guidelines, consequences for non-compliance, and establishing clear expectations while assigned to the center. Returning students will be given a review/re-teach of these rules..

### **Behavioral Threat Assessment**

Each school will have an identified Behavioral Threat Assessment Team that will evaluate verbal, written or online threats made by students, families, and staff. Threats will be referred to the Behavioral Threat Assessment Team at the administrator's discretion. The Threat Assessment Evaluation rubric will be used to determine next steps. If warranted, a Threat Assessment Action Plan will be developed and implemented.

## Grades/Credits

### Grade Scale:

- 100-90% A
- 89-80% B
- 79-70% C
- 69-60% D
- 59% or lower F

### For all students:

- If a student has an excused absence of 10 or more days during a progress reporting period or quarter, they can receive an IC. Examples of excused absences are quarantine or hospitalization. Suspensions do not qualify as an excused absence.
- For students who start within 15 school days of the end of a grading period, they will receive an IC.

For students who arrived at an SSD School/Program during 2nd or 4th quarter to determine if credits can be issued for the semester the following process will be followed:

- Students will be given a mastery test for the content area.
- If a student earns a 50% or better on the mastery test, the counselor is given the test along with their grade for work they completed while in class.
- This information is reviewed with Counselor and Principal for final approval.
- If approved, credit of 0.5 is issued for the course.
- If the student is unable to complete the mastery test, then they will be issued an Incomplete (IC).

### Credits vs. IEP Goals for Graduation

- Students who are on a credit based track (EOC students) will be graduating strictly by earning credits
- Students who have a history of / and are capable of passing their EOC courses and are not attending or having significant interfering behaviors must continue to work towards graduating by meeting credit requirements.

### Plato:

- If a student has not completed a class for the quarter/semester, they will earn an IC for that semester.
- If a student has completed a class for the quarter/semester, they will earn the grade that they earned in the class for the semester.

**IEP Participation:**

- Individualized Education Plan meetings will be held for you annually
- Written document that describes your child's education program
- Important to share ideas and concerns about child's education with your child's educational team in these meetings

**School Hours:**

- 7:35am -2:15pm
- Please do not drop off students before 7:35am as there is no assigned supervision.
- Students should be picked up by 2:15pm or they will be sent home on a bus

**Communication:**

- Communicate regularly with your child's teacher
- Keep staff and the main office informed of changes in address or phone number
  - To report changes please contact Dawn Keller at 989-7300
- Your child's teacher will give you his/her contact information
- Please inform staff of your e-mail address to be informed of updates and notifications of school events
- Contact building administrators for additional support/information

**Social Work Services:**

- Social work services are provided as outlined by a student's IEP
- Crisis Intervention is available for families as needed
- Social workers can help coordinate assistance from agencies in the community
- Please notify social workers of changes with outside mental health providers
- Please notify social workers of extenuating circumstances within home that may impact students and your family
- Please sign Release of Information forms yearly

**Food Service:**

- Free breakfast and lunch program is available for all students – No application necessary
- Staff are not able to heat up or microwave breakfasts or lunches for students.
- Please make sure items bought for classrooms are "store bought" due to health regulations
- Keep the school nurse/classroom teacher informed if your child has any food restrictions or allergies
- **A doctor's order is needed for any change from the regular school menu or restrictions**
- Students are not permitted to purchase food from the Eagle Way Café
- **OUTSIDE FOOD OR DRINK SHOULD NOT BE BROUGHT INTO SCHOOL UNLESS AUTHORIZED BY BUILDING ADMINISTRATION**



**Student Progress:**

- Documented through instructional data and collected at predetermined intervals as indicated by the SSD Assessment Plan
- Progress reports are sent home quarterly
- Please sign/return all paperwork that requires a signature
- Teachers should be regularly communicating with you on student progress

**Pets:**

- Only pets associated with approved agencies can visit school.
- Procedures are in place to protect against allergies
- Check with your child's teacher or a building administrator if you have questions

**Visitor/Observation Procedures:**

- ***District policy asks that you please call 48 hours in advance when scheduling an appointment with teachers or administrators***
- Sign in at office
- Complete observation/confidentiality form
- Put on a visitor badge
- District policy limits a visit to 1 instructional period
- District policy limits visits to once a month
- District policies state that therapies provided by outside agencies cannot be provided at school

**Safety/Security:**

- Sign in your child when dropping off or picking up in the office
- Ensure that your child is in a staff person's custody before leaving
- Our school entrances are locked at all times, you will be buzzed in by the office

**Reporting Absences:**

- Call the main office at 989-7300 by 7:30am if your child is not going to be attending school
- If your child is not at school and we have not heard from you, we will call to verify that your child is at home
- **Please make sure that the school has the most recent emergency contact numbers**

**Early Dismissal:**

- If your child is leaving early, a written/signed permission note from the parent is required
- Note the time your child will be picked up
- Sign your child out
- Notify the school if a relative or friend will be picking up your child and the school will need a signed permission note
- Proper identification may be required when signing out a child

**Community-Based Instruction/Special Olympics:**

- CBI helps students to practice classroom skills in real life settings
- Teachers plan trips related to instructional activities
- Special Olympics activities include bowling, bocce ball, t-ball and track and field, etc.
- Permission forms are necessary for student participation

**School Closing:**

- Inclement weather (high heat index, snowstorms, excessively low temperatures) and / or communicable disease may result in the closing of school
- If the school is closed, announcements will be posted on the Districts website and be made via email, phone, social media, and television
- SSD information line-314/989/8450 will provide school closure information
- The School Reach automated phone system will attempt to call emergency contact numbers – please make sure we have your most current number

**Emergency School Closing during the School Day:**

- Dangerous weather or building conditions may result in the closing of school
- If the school is closed, announcements will be made via email, phone, social media, and television
- Develop a back-up plan for situations like this
- Keep the school informed of address/phone number changes
- The School Reach automated phone system will attempt to call emergency contact numbers

**PTO/PAC/PTC:**

- Please consider getting involved in the Parent-Teacher-Organization or the Parent Advisory Committee. We work to plan fun school community events as well as coordinate and offer presentations surrounding topics that are pertinent to supporting you and your students.

**Parent/School Learning Agreement:**

- Northview High School has developed a Family Engagement Plan and a Parent-School Compact
- Please read the attached plan, sign, and return to school

**All SSD School premises and grounds are smoke free.**

**NO WEAPONS ARE ALLOWED ON SSD SCHOOL PREMISES AT ANY TIME**

**Transportation**

- SSD provides free transportation
- Arranged through the school – if there is a change, please contact the school office
- It may take up to 5 working days to set up/make changes to transportation

- Students are not permitted to park their personal cars in Northview's parking lot.

**You can help ensure that transportation runs smoothly by:**

- ✓ Please have your child ready for pick-up ***ten minutes*** prior to the scheduled pick-up time. Please contact the bus garage if the bus has not arrived and it is more than 15 minutes past the scheduled pick up time.
- ✓ Please assist your child on and off the bus when necessary. The transportation provider will not leave the bus to come to the door of your home.
- ✓ Please be at the designated stop to receive your child. Students will not be permitted to leave the bus at a point other than the designated stop.
- ✓ If your child has medication that needs to be given to the school nurse, please give the medication to the bus driver and he/she will give it to school staff.
- ✓ Please ensure that you have made arrangements for someone to receive your child. If there is no one home to meet the bus, the transportation provider will deliver the child to the local police department.
- ✓ Please notify your child's school as soon as possible if you will be moving. It will take time to change transportation.
- ✓ Notify the staff of any unusual circumstances that should be brought to the attention of the driver, i.e. medical attention, behavior issues, medication, etc.
- ✓ If there is a disruption, the bus will stop and the police will be contacted.

**Please be advised that:**

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

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

## **Immunizations**

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

## **Medication**

- In keeping with the Special School District policy, please follow these guidelines for students who require medication during the school day:
  - Parent/guardian completes the “Parental Authorization for Giving Medication” form
  - Only medication prescribed by an *authorized prescriber* will be given at school
  - Only those medications that **must** be given during school hours will be given at school
- Medications must be brought to school in the correct pharmacy-labeled container with instructions for administering the medication at school

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

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

## **Student Illnesses**

- Please keep your child home if any of the following symptoms are present:
  - Student is unresponsive and/or unable to maintain an awakened state
  - Fever of 100°F and above (taken orally)
  - Temperature that is abnormally low (a rectal temperature less than 95°F)
  - Persistent coughing

- Abnormal nasal drainage
- Complaining of sore throat or difficulty swallowing combined with a fever
- Vomiting more than once
- Diarrhea
- Unusually loose or watery stools
- Unidentified or widespread rash
- Suspected communicable disease such as flu, chicken pox, scabies, impetigo, etc.
- Persistent or unusual pain
- Any draining or infected sores
- Red, crusted and/or draining eyes
- Head lice (see Head Lice Protocol)
- If you keep your child at home for any reason, please call 989-7300
- If your child exhibits any of the above symptoms at school, you will be notified to make arrangements to pick him/her up from school.

**Students may not return to school until they are free from all symptoms for a 72-hour period.** (Note: If your child is sent home with an illness, we will cancel transportation for the next school day).

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

- To ensure safety and continuity of care for our students, the following guidelines will be followed in the event your child becomes seriously ill and/or hospitalized
  - The nurse will contact the parent/guardian of any seriously ill or hospitalized student who has had an extended period of absence and inform them that she will be mailing home, a Release of Information Concerning Serious Illness or Hospitalization Form
  - The nurse will request that the parent complete the top portion and the parent/guardian will then request that the Licensed Care Provider complete that remainder of the form before the student returns to school
  - This form must be submitted to the nurse when the child returns to school. The principal will discontinue transportation during the child's absence from school
  - Transportation will be resumed via principal contact when the student is released by the Licensed Care Provider to return to school
  - If the requested health information is not submitted to the nurse, the principal, social worker, and nurse will determine what further steps need to be implemented
  - The District's medical consultant, the Lead Nurse, and the school nurse may assist in determining the appropriate care for the returning student
  - If a change of placement needs to be considered, an IEP team meeting will be held.

## **Reporting child abuse**

As a mandated reporter If you suspect child abuse or neglect, call Missouri Children’s Division toll-free hotline at 1-800-392-3738. Our team will be available to help 24 hours a day, 7 days a week. If you are hearing or speech impaired, call Relay Missouri at 1-800-735-2466 (voice) or 1-800-735-2966 (text).

If you are mandated by law to report child abuse and neglect, you can make a report online. We encourage mandated reporters to make a report online when possible to keep the hotline open for the general public.

If you suspect someone 18 or older is being abused, bullied, neglected or exploited, call the division of aging hotline at 800-392-0210. The hotline operates 365 days per year from 7 a.m. to 8 p.m. People who are deaf or hard of hearing may utilize Relay Missouri by calling 1-800-735-2466. Due to the possible need for mandated reporters to report a concern to the Central Registry Unit (CRU) during the hours of 8:00 p.m. to 7:00 a.m. (when the hotline is not in operation), **Online Reporting** is available for use.



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### **Missouri Child Abuse and Neglect Hotline Numbers**

Toll-free Phone Line	1-800-392-3738
Hearing and Speech Impaired	1-800-735-2466 Voice 1-800-735-2966 Text

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### **MO HealthNet for Kids**

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

**Website:** <https://mydss.mo.gov/healthcare/mohealthnet-for-kids>

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

Visit your local **Family Support Division** office

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### **Trauma-Informed Schools Initiative**

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

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

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2024-2025 School Year

Dear Parent or Guardian,

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

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

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

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

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

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

Sincerely,

Kelly Grigsby, Ph.D.

Executive Director of Schools and Programs

Special School District

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

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

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

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

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

#### **AMI Daily Plan:**

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

#### **Attendance:**

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

AMI Plan will be adjusted as necessary based on stakeholder feedback.



# **JHDC-Suicide Awareness, Prevention, Intervention**

Policy: JHDC

Page: 1 of 1

## **STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION**

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

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

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

Adopted: January 9, 2018

Revised: February 28, 2023

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

Legal Refs.: §§170.048. RSMo

## **STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION**

### **Definitions**

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

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

*Suicidal Ideation* Thoughts and ideas about committing suicide.

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

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

### **Risk Factors for Suicide**

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

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

### **Protective Factors for Suicide**

Protective factors buffer individuals from suicidal thoughts and behavior.

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

#### **Safety Plan**

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

#### **Suicide Prevention Education for Students**

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

Student education will include the following:

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

#### **Suicide Prevention and Response Protocol Education for Staff**

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

#### **Reporting**

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

#### **Response from Suicide Response Team**

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

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

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

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

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

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

#### **Publication of Policy and Regulation**

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

Date Implemented by the Superintendent: January 9, 2018

Revised February, 28, 2023

  
 \_\_\_\_\_  
 Superintendent of Schools

Special School District of St. Louis County

# **JFCF- BULLYING**

**Policy: JFCF**

**Page 1 of 1**

## **BULLYING**

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

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

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

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

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

Adopted: June 20, 2007

Revised: October 27, 2015  
February 28, 2017

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

Legal Refs.: § 160.755, RSMo.  
Missouri HB 1583  
<http://www.moga.mo.gov/htmlpages2/statuteconstitutionsearch.aspx>  
<http://house.mo.gov/billsummary.aspx?bill=HB1583&year=2016&code=R>

Special School District of St. Louis County, Missouri

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

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

**Missouri Department of Elementary and Secondary Education**  
**Complaint Procedures for ESSA Programs**  
**Table of Contents**

<p><b>General Information</b></p> <ol style="list-style-type: none"> <li>1. What is a complaint under ESSA?</li> <li>2. Who may file a complaint?</li> <li>3. How can a complaint be filed?</li> </ol>	
<p><b>Complaints filed with LEA</b></p> <ol style="list-style-type: none"> <li>4. How will a complaint filed with the LEA be investigated?</li> <li>5. What happens if a complaint is not resolved at the local level (LEA)?</li> </ol>	<p><b>Complaints filed with the Department</b></p> <ol style="list-style-type: none"> <li>6. How can a complaint be filed with the Department?</li> <li>7. How will a complaint filed with the Department be investigated?</li> <li>8. How are complaints related to equitable services to nonpublic school children handled differently?</li> </ol>
<p><b>Appeals</b></p> <ol style="list-style-type: none"> <li>9. How will appeals to the Department be investigated?</li> <li>10. What happens if the complaint is not resolved at the state level (the Department)?</li> </ol>	

**1. What is a complaint?**

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

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

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

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

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

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

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

<sup>1</sup> Programs include Title I, A, B, C, D, Title II, Title III, Title IV, A, Title V  
<sup>2</sup> In compliance with ESSA Title VIII Part C, Sec. 8904(a)(9)(C)



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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

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

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

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

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

## **Educating Missouri's Homeless Children**

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

### **Who is Homeless?**

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

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

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

### **Which School Can a Homeless Child Attend?**

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

### **Enrollment**

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

### **Transportation**

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

### **The Homeless Coordinator**

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

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

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



# Public Concerns and Complaints

Policy: KL  
Page 1 of 2

## **PUBLIC CONCERNS AND COMPLAINTS**

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

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

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

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

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

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

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

Records will be released upon request when required by law.

Adopted: June 23, 1971

Special School District of St. Louis County, Missouri

Revised: October 9, 2018  
April 25, 2017  
July 19, 2011  
July 15, 2008  
September 24, 2002  
March 13, 2001  
April 9, 1996

Cross Refs.: AC, - Prohibition against Discrimination, Harassment and Retaliation  
BDDH, Public Participation at Board Meetings  
GBM, Staff Complaints and Grievances  
IGBC, Parent and Family Engagement in Instructional and Other Programs  
IGBCA, Programs for Homeless Students  
IGDBA, Distribution of Noncurricular/Unofficial Student Publications  
JFH, Student Complaints and Grievances KLA – Complaints About Federal Programs

Legal Refs.: The Elementary and Secondary Education Act, 20 U.S.C. §§ 6301 – 7941  
<http://uscode.house.gov/>

## **PUBLIC CONCERNS AND COMPLAINTS**

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

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

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

1. Concerns or complaints should first be addressed to the teacher or employee directly involved.
2. Concerns or complaints may initially be voiced via telephone, in writing, or by email. However, concerns or complaints voiced beyond the teacher or employee directly involved must be in writing. The individual voicing the concern or complaint should provide contact information for a response from the District.
3. A copy of the written concern or complaint should be provided to the Superintendent. If the concern or complaint is about the Superintendent, a copy will be provided to the Board.
4. The District employee investigating the concern or complaint may require information in addition to that initially provided. In order to ensure a thorough investigation, the individual voicing the concern or complaint should provide the information requested.
5. Unsettled matters from above or concerns or complaints regarding an individual school should be presented in writing to the principal, area coordinator, or other supervisor
6. The District employee investigating the concern or complaint will investigate and provide a written response to the complainant within five business days of receiving the complaint unless additional time is necessary to investigate or extenuating circumstances exist. If additional time is necessary, the District employee will inform in writing the individual raising the complaint of the additional time necessary and the reason.
7. Unsettled matters from above should be presented to the next level of supervisor in writing. The Director will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.
8. Unsettled matters from above or concerns or complaints regarding the School District in general should be presented to the Superintendent or designee in writing. The Superintendent or designee will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist. If additional time is necessary, the Superintendent will inform in writing the individual raising the complaint of the additional time necessary and the reason.
9. If the matter is not settled satisfactorily by the Superintendent or designee, the member of the public may request that the issue be put on the Board agenda according to requirements of

Board Policies BDDB and BDDH. Written comments submitted to the Superintendent or the Secretary of the Board that are directed to the Board will be provided to the entire Board.

10. The Board will consult with the appropriate District staff and may require a parent/guardian, patron or student to meet with or discuss an issue with District staff prior to making a decision in the matter.
11. The Superintendent or designee is authorized to immediately make changes to bring the District into compliance with federal law if the investigation determines that the law has been violated.
12. The District will maintain a copy of the complaint and documentation of any written resolution, when applicable, in accordance with law.
13. Records will be released upon request when required by law. In situations where a violation of law has been alleged or determined or documents include legal advice or work product, the Superintendent or designee will have the District's legal Counsel review the documents before they are released.

Date Issued by Superintendent: November 16, 2011

Date Revised by Superintendent: October 23, 2018



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Superintendent of Schools

# **JG- Student Discipline**

Policy: JG  
Page 1 of 2

## **STUDENT DISCIPLINE**

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

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

### ***Application***

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

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

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

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

### ***Enforcement***

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

District teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All District staff are required to enforce District policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student, the individual circumstances involved, and the student's IEP or Section 504 Plan if applicable.

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

All employees of the District shall annually receive instruction related to the specific contents of the District's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties, including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities, and instruction in the necessity for and requirements of confidentiality.

Adopted: February 10, 1986

Revised: June 27, 2017  
August 13, 2013  
July 15, 2008  
June 17, 2003  
April 24, 2001  
July 23, 1998  
September 13, 1988

Cross Refs: AC, Prohibition Against Discrimination, Harassment and Retaliation  
AH, Use of Tobacco Products and Imitation Tobacco Products  
ECD, Traffic and Parking Controls  
EGAAA, Reproduction of copyrighted Materials  
GBH, Staff/Student Relations  
IKFB, Graduation Exercises  
ILA, Test Integrity and Security  
JGGA, Behavior Intervention Strategies

Legal Refs: §§160.261- .263, 167.161, .171, 171.011, RSMo  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§  
7101 – 7165  
*Beussink v. Woodland R-IV Sch. Dist.* 30 F.Supp.2d 1175 (E.D.Mo. 1998)  
<http://revisor.mo.gov/main/Home.aspx>  
<http://statecodesfiles.justia.com/us/2012/title-20/chapter-70/subchapter-iv/part-a/section-7101/section-7101.pdf>

Special School District of St. Louis County, Missouri



# **JG-R- Student Discipline**

Board Regulation: JG-R  
Page 1 of 13

## **STUDENT DISCIPLINE**

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of District schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, or any aggravated circumstance of any offense or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, Superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the Superintendent or designee to be manifestly unfair or not in the interest of the District, the Superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on District property, including playgrounds, parking lots and District transportation, or at a District activity, whether on or off District property. The District may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law. Any suspension with a recommendation of more than 10 days of suspension will require that a Discipline Hearing be held.

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

### **Reporting to Law Enforcement**

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

The principal or designee shall, as soon as possible, notify the appropriate law enforcement agency and Superintendent if a student is discovered to possess a controlled substance or weapon in violation of the District's policy. In addition, the Superintendent or designee shall notify the appropriate division of the Family Court upon suspension for more than ten (10) days or expulsion of any student of whom the District is aware is under the jurisdiction of the court.

### **Documentation in Student's Discipline Record**

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

### **Conditions of Suspension, Expulsion, and other Disciplinary Consequences**

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

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

In accordance with law, any student who is suspended for any offenses listed in §160.261, RSMo. or any act of violence or drug-related activity defined by Policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any District property or any activity of the District, regardless of whether the activity takes place on District property, unless one of the following conditions exist:

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

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

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

**Impact on Grades**

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

**Prohibited Conduct**

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

*Academic Dishonesty*

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

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

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

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

*Assault*

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

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

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

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

*Automobile/Vehicle Misuse*

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

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

*Bullying and Cyberbullying (See Board Policy JFCF)*

Bullying:

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

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

Bullying may consist of:

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

**Cyberbullying**

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

*Cyber Threats*

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

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

*Bus or Transportation Misconduct* (See Board Policy JFCC)

Discipline for any offense committed by a student on transportation provided by or through the District shall be addressed in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

*Dishonesty*

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

First Offense	Nullification of forged document. Principal/student conference, community service, detention, or in-school suspension.
Subsequent Offense	Nullification of forged document. Principal/student conference, communityservice, detention, in-school suspension, or 1-180 days out-of-school suspension.

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

Verbal, written, pictorial or symbolic language, clothing or gesture that is directed at any person that is in violation of District policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school

activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

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

*Drugs/Alcohol* (see Board Policies JFCH and JHCD)

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

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

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

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

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

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

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

*Extortion*

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

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

*Failure to Care for or Return District Property*

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

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

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

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

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

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

*False Alarms (see also Threats or Verbal Assault")*

Tampering with emergency equipment, setting off false alarms, making false reports: communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment, or causing the evacuation or closure of District property.

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

*Fighting (see also "Assault")*

Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

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

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

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

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

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

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

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

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

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

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

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

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

*Incendiary Devices or Fireworks*

Possessing, displaying, or using matches, lighters, or other devices used to start fires, unless required as part of an educational exercise and supervised by District staff, possessing, or using fireworks.

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

*Insubordination*

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

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

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

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

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

*Nuisance Items*

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

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

*Public Display of Affection*

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

limited to, kissing and groping.

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

*Safety and Security Cameras/Equipment*

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

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

*Safety Violation*

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

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

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

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

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

*Sexual Activity*

Consensual acts of sex or consensual simulation of sex acts including, but not limited to, intercourse or oral or manual stimulation.

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



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

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

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

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

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

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

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

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

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

*Theft*Attempted theft or knowing possession of stolen property.

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



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

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

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

*Tobacco Possession or Use*

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

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

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

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

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

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

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

	Family Court.
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*Unauthorized Entry*

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

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

*Unauthorized Groups/Gangs*

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

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

*Vandalism* (see Board Policy ECA)

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

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

*Weapons* (see Board Policy JFCJ)

1. Possession or use of any weapon as defined in Board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.0010 RSMo.

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

2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).

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

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

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

MSIP Refs: 6.6

Date Issued by Superintendent: June 24, 2008

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

  
Superintendent of Schools

# **JGGA- Behavior Intervention Strategies**

Policy: JGGA  
Page 1 of 2

## **BEHAVIOR INTERVENTION STRATEGIES**

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

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

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

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

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

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

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

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

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

The following are prohibited:

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

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

As soon as possible after the resolution of the crisis:

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

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

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

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

Revised: May 25, 2017  
April 26, 2022

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

# **JGGA-R - Behavior Intervention Strategies**

Regulation: JGGA-R  
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## **BEHAVIOR INTERVENTION STRATEGIES**

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

This regulation is divided into the following sections:

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

### *Levels of Training*

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

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

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

### *Definitions*

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

#### *Continuum of Interventions*

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

The continuum of interventions includes the following:

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



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

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

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

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

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

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

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

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

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

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

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

Physical Interventions are to be used only

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

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

Physical interventions will be:

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

Physical interventions will not:

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

### *Types of Restraint*

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

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

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

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

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

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

Mechanical restraints will not:

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

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

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

#### *Seclusion and Secure Observation Room*

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

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

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

#### *Debriefing and Communication*

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

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

#### *Notice to Families/Guardians*

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

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

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

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

#### *Documentation*

##### *IEP or Section 504 Plan*

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

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

##### *District Documentation*

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

##### *Involvement of Law Enforcement Officers*

Staff will include a police officer in crisis intervention only:

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

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

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

Legal Refs: 160.261,263,563.061, RSMo.

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

  
Superintendent of Schools



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

Policy: IGBC  
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## **Parent and Family Engagement in Instructional and Other Programs**

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

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

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

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

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

Special School District of St. Louis County, Missouri



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

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

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

Adopted: April 9, 1996

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

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

Special School District of St. Louis County, Missouri

# TITLE IX-ACA

Regulation: ACA  
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## PROHIBITION ON SEXUAL HARASSMENT UNDER TITLE IX

The District does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, as required by Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the district, as further outlined in policy AC, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the education programs and activities of the district. The district will respond promptly to investigate and address any report or complaint of sexual harassment.

This policy is subject to change and periodic revision to comply with relevant local and federal law. In all instances, the district will comply with the law as it exists at the time of its implementation of this policy.

“Sexual harassment under Title IX” is conduct on the basis of sex within the scope of the district’s education programs or activities (as defined in this policy) that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit or service of the district on an individual’s participation in unwelcome sexual conduct (“quid pro quo”);
2. Unwelcome conduct of a sexual nature determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v) (e.g. rape, sodomy, fondling, and incest, as described further below), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

### **Definitions Applicable to this Policy**

The following definitions are intended for use only for the purposes of this policy:

*Actual Knowledge* - Notice of sexual harassment under Title IX or notice of allegations of sexual harassment under Title IX to the district’s Title IX coordinator or to any district official who has the authority to institute corrective measures on behalf of the district or to any employee of the district, except where the only district official or employee with actual knowledge is also the respondent.

*Business Days* - Days on which the district’s business offices are open.

*Complainant* - An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX coordinator who signs a formal complaint is not considered a complainant.

*Dating Violence* - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be

determined based on consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

*Determination of Responsibility* - A formal finding of a decision-maker on each allegation of sexual harassment contained in a formal complaint that the respondent did or did not engage in conduct constituting sexual harassment under Title IX based on a preponderance of the evidence.

*Domestic Violence* - Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Missouri; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Missouri.

*Education Program or Activity* - Any part of the district-sponsored instruction or employment in the district, including locations, events or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

*Formal Complaint* - A document or electronic submission filed by the complainant or signed by the Title IX coordinator alleging sexual harassment under Title IX against a respondent and requesting that the district investigate the allegations. When a complainant files a formal complaint, the document or electronic submission must have the complainant's physical or digital signature or otherwise indicate the complainant's identity. A formal complaint may be filed only by a complainant participating in or attempting to participate in the district's education programs or activities.

*Informal Resolution Process* - Alternative dispute resolution methods designed to resolve allegations of sexual harassment without completing the formal complaint process. The purpose of the process is to restore or preserve equal access to the district's education programs or activities for all parties. Such a process may be offered by the Title IX coordinator after a formal complaint has been filed and after consultation with the district's attorney as to whether an informal resolution process will be sufficient to meet the district's Title IX obligations.

*Investigative Report* - The report of the investigator of a formal complaint.

*Party/Parties* - Complainant(s) and respondent(s).

*Remedies* - Upon a final determination of responsibility, remedies are actions taken to restore or preserve equal access to the district's education programs or activities. These may include continued or new supportive measures but may also include imposition of more burdensome requirements, limitations and conditions upon the respondent, as well as disciplinary referral of the respondent, including suspension, termination or expulsion.

*Report* - Information provided by a complainant or any other person to the Title IX coordinator when that information indicates, suggests or alleges misconduct. This includes the intake information obtained by the Title IX coordinator prior to the filing of a formal complaint.

*Respondent* - An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

*Sexual Assault* - This includes all behaviors constituting forcible or nonforcible sexual offenses within the scope of the Federal Bureau of Investigation's national uniform criminal incident reporting system. At present these classifications include any sexual act directed against another person without the consent of the victim, including instances where the victim is incapable of consent. Sexual assault specifically includes:

1. *Rape (Except Statutory Rape)* - The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
2. *Sodomy* - Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
3. *Sexual Assault with an Object* - To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
4. *Fondling* - The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
5. *Incest* - Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Missouri law.
6. *Statutory Rape* - Nonforcible sexual intercourse with a person who is under the statutory age of consent pursuant to Missouri law.
7. *Stalking* - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

*Supportive Measures* - Nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or

preserve equal access to the district's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, safety escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

*Title IX Decision* - The comprehensive decisional document of the independent decision-maker concluding the Complaint Process, as may be amended or affected by the results of an appeal.

*Voluntary Consent* - Consent given freely and without coercion.

If creating this policy, the district does not relieve any person under the district's jurisdiction from the consequences for violations of other policies and rules of the district meant to establish an environment conducive to teaching, learning, support services, work and the social and emotional well-being and development of the students entrusted to the district.

If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law and district policy. Moreover, nothing in the policy precludes the mandatory or voluntary reporting of any suspected criminal activity to the appropriate law enforcement agency at any time.

#### **Reporting Sexual Harassment or Title IX Retaliation**

Any person may report sexual harassment regardless of whether the person is the alleged victim (complainant). However, board members and employees must immediately report to the Title IX coordinator any incident or behavior that could constitute sexual harassment or retaliation in accordance with this policy. Reports may be made at any time, including during nonbusiness hours, by using the telephone number, email address or office address listed below.

The board authorizes the following individuals to serve as the Title IX coordinators for the district and coordinate and implement the district's efforts to comply with the requirements of Title IX:

Regarding Students:  
Susan Henry, Director of Compliance  
Special School District of St. Louis County  
12110 Clayton Road  
Town and Country, Missouri 63131  
Phone: (314) 989-8143  
Email: srhenry@ssdmo.org

Regarding Employees:  
Phillip Boyd, Chief People and Culture Officer  
Special School District of St. Louis County



12110 Clayton Road  
Town and Country, Missouri 63131  
Phone: (314) 989-8269  
Email: pcboyd@ssdmo.org

In the event the Title IX coordinator is unavailable or is the respondent to a complaint, reports should instead be directed to the compliance officer or alternate compliance officer listed in policy AC.

#### **Notice of the Policy against Discrimination on the Basis of Sex**

The district will provide notice of the district's prohibition on discrimination on the basis of sex under district policy and Title IX to students, parents/guardians, employees, applicants for admission and employment, and all unions or professional associations holding collective bargaining or professional agreements with the district. The notice will:

1. Include the name or title, office address, email address and phone number of the Title IX coordinator;
2. Include information on the district's complaint procedures and complaint process;
3. State that the requirement not to discriminate extends to admission and employment; and
4. Direct inquiries to the Title IX coordinator or the assistant secretary for civil rights at the U.S. Department of Education.

The district's policy prohibiting discrimination on the basis of sex and the contact information of the Title IX coordinator(s) will be prominently displayed on the district's website and in each handbook or course catalog.

#### **Retaliation Prohibited**

No person employed by or associated with the district will intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing under Title IX. While the law allows individuals to refuse to participate in a Title IX investigation, proceeding or hearing, district policy and the law require that employees immediately report to the Title IX coordinator any knowledge of an allegation of sexual harassment under Title IX, and employees can be reprimanded or disciplined for failing to do so.

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment under Title IX but

arise out of the same facts or circumstances as a report or formal complaint of sexual harassment under Title IX, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. Complaints alleging retaliation must be filed with the Title IX coordinator.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of the complaint proceeding is not retaliation, with the understanding that a determination of responsibility for sexual harassment is not sufficient to conclude that a party made a materially false statement in bad faith.

### **Intake and Classification of Reports**

The Title IX coordinator will receive and review all reports of sexual harassment even if a formal complaint has not been filed. The context of behavior can make a difference between conduct falling within the technical definition of sexual harassment under Title IX and conduct of a sexual nature that is offensive or hostile in itself, but which does not constitute harassment within that definition. District policies prohibit both but, for purposes of its Title IX obligations, the district must specially address cases within the definition under this special, limited-scope policy.

If the Title IX coordinator determines that the report concerns conduct that does NOT involve sexual harassment under Title IX as that term is defined in this policy or did not occur in the district's education program or activity, the Title IX coordinator will use the complaint process in policy AC or forward the complaint to the individual responsible for implementing policy AC.

### ***Procedures Prior to or without a Formal Complaint***

When the Title IX coordinator has actual knowledge of an allegation of sexual harassment under Title IX in an education program or activity of the district, the Title IX coordinator will promptly contact the complainant and:

1. Provide information about the supportive measures available to the complainant and inform the complainant that he or she may receive supportive measures without filing a formal complaint.
2. Consider the complainant's wishes with respect to supportive measures and implement appropriate supportive measures.
3. Explain to the complainant the process for filing a formal complaint.

### ***Parties Enrolled in Special Education***

In the case of all reports of sexual harassment, if the complainant or respondent has an individualized education program (IEP) in place, the Title IX coordinator will consult with the appropriate special education administrator(s) for assistance in determining the appropriate supportive measures based on the special needs of the student.

If the district determines that a student's specific circumstances, including disabilities, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein, the district will pursue such measures as are available under district policy and

law. Such measures will be designed to restore or preserve the student's equal access to the district's education programs or activities.

### **The Formal Complaint Process**

Nothing in this process will interfere with any legal right of a parent/guardian to act on behalf of a complainant, respondent or party including, but not limited to, filing a formal complaint. If a student who is not an eligible student pursuant to the Federal Education Rights and Privacy Act (FERPA) files a formal complaint, the parent/guardian will be notified.

The complainant may file a formal complaint or choose not to file a formal complaint and simply receive the supportive measures.

If the complainant does not file a formal complaint, the Title IX coordinator may sign a formal complaint initiating the complaint process. The Title IX coordinator will do so only if initiating the complaint process against the respondent is not clearly unreasonable in light of the known circumstances.

If no formal complaint is filed by the complainant or signed by the Title IX coordinator, no disciplinary action will be taken against the respondent on the grounds of sexual harassment under Title IX.

### **Title IX Complaint Process upon Filing of a Formal Complaint**

For the purpose of this policy, "complaint" has the same meaning as "grievance" under Title IX. The district's complaint process will provide a prompt and equitable resolution of complaints and will:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent;
2. Comply with Title IX regulations before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent;
3. Require a decision-maker to objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and not make credibility determinations based on a person's status as a complainant, respondent or witness;
4. Require that all Title IX coordinators, investigators, those responsible for facilitating informal resolution processes and decision-makers not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;
5. Presume that the respondent is not responsible for the conduct until a determination of responsibility is made at the conclusion of the complaint process;



6. Follow stated timelines unless the district temporarily delays the complaint process for good cause (including, but not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of a disability) and notify the parties in writing of the reason for a delay, if any; and
7. Not require, allow, rely upon or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

***Notice to the Parties***

When the complainant files a formal complaint, written notice will be provided to all known parties and will include:

1. Notice of the complaint process, including any informal resolution process that is available and the timeline for such process.
2. Notice of the allegations of sexual harassment under Title IX made by the complainant with sufficient details known at the time and with sufficient time to allow the respondent to prepare before the initial interview. At a minimum, the details will include the identities of the parties involved in the incident, if known, the conduct and the date and location of the alleged incident if known.
3. A statement that the respondent is presumed not responsible for the conduct and that a determination of responsibility will be made at the conclusion of the complaint process.
4. A statement that parties may have an advisor of their choice, who may be an attorney.
5. A statement that the parties and their advisors will have an equal opportunity to inspect and review any evidence that is directly related to the allegations raised in the formal complaint, including evidence upon which the district does not intend to rely, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
6. As required by law, written notice to all known parties may also include notice of any provision in the district's discipline code that prohibits knowingly making a false statement or providing false information during the complaint process.

If in the course of the investigation of sexual harassment under Title IX the district decides to investigate allegations about the complainant or respondent that were not in the initial notice, notice of the additional allegations will be provided to all known parties.

***Range of Possible Disciplinary Sanctions and Remedies***

The discipline of employees is addressed in board policies, which are available on the district's website, and in Missouri law regarding public employees under contract. An appropriate disciplinary response for an employee found responsible for sexual harassment in this complaint process may include any suitable response available for the discipline of employees for any other violation of board policy.

The discipline of students is addressed in the policies, regulations and procedures that establish the district's comprehensive code of student conduct, which is posted on the district's website.

Remedies may include the imposition upon a responsible respondent of any additional nondisciplinary measures appropriate to effecting a remedy for sexual harassment and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant's right to access the district's education programs and activities.

### *Interim Action*

#### **Emergency Removal**

The district may remove the respondent from the district's education programs and activities prior to the start or completion of the complaint procedure on an emergency basis provided that the district:

1. Performs an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under federal disability laws.

#### **Administrative Leave**

The district may place an employee respondent on administrative leave during the pendency of the complaint process in accordance with board policy and law. This provision may not be construed to modify any rights under federal disability laws.

### *Investigating a Formal Complaint*

#### **Consolidation**

Formal complaints may be consolidated as to allegations of sexual harassment under Title IX against more than one respondent, or by more than one complainant against one or more

respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

### **Investigation Process and Scope**

After the formal complaint is filed, the investigator will provide an investigative report to the decision-maker. The investigation may be conducted by someone other than the Title IX coordinator. The investigator will gather evidence sufficient to reach a determination of responsibility or non-responsibility and may not require the parties to do so.

During the investigation and the complaint process, the district will:

1. Provide equal opportunity to present witnesses, including fact and expert witnesses, and all evidence, including inculpatory and exculpatory evidence.
2. Not restrict the parties from discussing the allegations under investigation or gathering and presenting relevant evidence.
3. Provide the same opportunity for parties to have others, including an advisor of their choice, present during any complaint proceedings and related meetings, though the district may restrict the extent to which advisors may participate as long as the rules apply to both parties.
4. Provide written notice to parties who are invited or expected to participate of the date, time, location, participants and purpose of all hearings, investigative interviews or other meetings with sufficient time for the parties to prepare to participate.
5. Obtain written, voluntary consent before accessing records, such as medical records or counseling notes, that a physician, psychiatrist, psychologist or other recognized professional or paraprofessional made or maintained in connection with the provision of treatment to the party. If the party is at least 18 years old or is enrolled in postsecondary education, the party can sign on his or her own behalf. Otherwise, a parent/guardian must sign on the party's behalf.
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence upon which the district does not intend to rely in reaching a determination of responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source.
7. Send to each party and the party's advisor, if any, the evidence subject to inspection and review prior to completion of the investigative report promptly, and ideally within twenty (20) business days of the parties receiving notice of the formal complaint. The evidence may be sent in an electronic format or hard copy. The parties will be given at least ten (10) business days, as required by law, to submit a

written response, which the investigator will consider prior to the completion of the report.

8. Create an investigative report that fairly summarizes relevant evidence and send it in an electronic or hard copy format to each party and their advisors, if any, for their review and written response. The investigative report must be sent no later than ten (10) business days prior to the time of determination of responsibility by the decision-maker, as required by law.

#### ***Dismissal of the Formal Complaint***

If the district determines that the allegations, even if proved, would not constitute sexual harassment under Title IX as defined in this policy, did not occur in the district's education program or activity, or were not committed against a person in the United States, the formal complaint will be dismissed. The dismissal does not mean that a complaint cannot be made under another district policy or that any misbehavior will not be addressed under another policy or the district's code of conduct.

The district may dismiss a formal complaint or any allegations in a formal complaint at any time if:

1. The complainant notifies the Title IX coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in the formal complaint;
2. The respondent is no longer enrolled in or employed by the district; or
3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination of responsibility based on the merits of the formal complaint or allegations therein.

If the formal complaint is dismissed, the district will notify the parties simultaneously. A party may appeal the dismissal of a formal complaint by submitting a written notification of appeal to the Title IX coordinator within five (5) business days of receiving the notice that the complaint was dismissed. If the Title IX coordinator or the investigator dismissed the complaint, the dismissal will be heard by the decision-maker. If the decision-maker dismissed the complaint, the dismissal will be heard by the appellate decision-maker. The appeal is limited to the following bases:

1. There was a procedural irregularity that affected the outcome.
2. There is new evidence that was not reasonably available at the time the dismissal was made that could affect the outcome of the matter.
3. The Title IX coordinator, investigator or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome of the matter.

#### ***Time Consumed by the Investigation***

It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. Not more frequently than every other week, any party may request the Title IX coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion.

***Submission for a Determination of Responsibility and the Related Findings and Conclusions***

The Title IX coordinator will designate someone to serve as the decision-maker to determine whether the respondent is responsible for sexual harassment under Title IX. The designated person may be a district administrator, an attorney or another appropriate adult. The person designated cannot have been part of the investigation.

***Procedures of the Decision-Maker and Party Questions and Answers***

After the parties receive the final investigative report, each party may submit to the decision-maker any written, relevant questions that the party wants asked of any party or witness. Each party will receive the answers to the questions and will be allowed time to submit limited follow-up questions. The decision-maker:

1. Will permit questions and evidence about the complainant's sexual predisposition or prior sexual behavior only if such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
2. May exclude a question that is not relevant. The party who submitted the question will receive an explanation as to why the question was judged not relevant.

***Preponderance of the Evidence Standard***

The decision-maker may find the respondent is responsible for the alleged sexual harassment under Title IX only when the evidence provided more clearly and more probably favors the complainant's claim (preponderance of the evidence).

***Decision-Maker's Findings and Resulting Remedies***

Promptly, and ideally within ninety (90) business days after the closing of the questions period, including follow-up questions, the decision-maker will provide a written Title IX decision that includes:

1. The allegations potentially constituting sexual harassment under Title IX;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits and other methods used to gather other evidence and hearings held;

3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the facts to the district's code of conduct and, if the student code of conduct is implicated, a referral of a student respondent to district officials charged generally with the discipline of students pursuant to Missouri law;
5. A statement of and rationale for the result as to each allegation, including a determination of responsibility, any disciplinary actions recommended to the district to be imposed on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written Title IX decision will be provided to the parties simultaneously, and a copy will be provided to the Title IX coordinator.

#### ***Finality of the Title IX Decision***

If an appeal is filed, the Title IX decision becomes final on the date that the district provides the parties with the written determination of the result of the appeal. If an appeal is not filed, the Title IX decision becomes final on the date on which an appeal would no longer be considered timely.

#### ***Disciplinary Matters and Implementation of Discipline and Remedies***

The Title IX coordinator is responsible for effective implementation of any remedies, including coordination with the district's disciplinary authorities. The complainant is not a party to the disciplinary procedures concerning a respondent. The administrator(s) responsible for discipline will base that discipline on the final Title IX decision, recommendations made by the decision-maker and any changes made as a result of an appeal.

#### ***Appeals of the Determinations of Responsibility in the Title IX Decision***

##### **Initiating an Appeal of a Title IX Decision—Time, Contents and Assignment**

Either party may appeal the determination(s) of responsibility, the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Title IX coordinator in writing within five (5) business days of the parties receiving the written Title IX decision from the decision-maker. Appeals must be based on one or more of the following:

1. A procedural irregularity that affected the outcome of the matter.
2. New evidence that was not reasonably available at the time of the determination and that could affect the outcome of the matter.



3. The Title IX coordinator, investigator(s) or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome of the matter.

The party who files the appeal will state the basis or bases for the appeal in writing. If there are multiple determinations of responsibility, the appeal should specify which ones are affected by the appeal. Appeals filed for any reason other than those listed above will not be heard.

If an appeal is filed, the Title IX coordinator will:

1. Assign the appeal to an appellate decision-maker who is not the same person as the initial decision-maker, the investigator or the Title IX coordinator.
2. Notify other parties in writing.
3. Implement the appeals process equally to all parties.
4. Give all parties the opportunity to submit a written statement in support of or challenging the outcome within five (5) business days of receiving the notice of appeal.

Written statements and other written documents pertaining to the appeal will be shared with all parties.

### ***Conduct of the Appeal***

The appellate decision-maker will review the findings of the initial decision-maker and review the written statements filed by the parties supporting or opposing the appeal. Promptly, and ideally within ten (10) business days of the close of the period for parties to file their written statements supporting or opposing the appeal, the appellate decision-maker will issue a written decision describing the result of the appeal and the rationale for the result to all parties simultaneously. The appellate decision-maker may refer an appealed issue back to a prior point in the complaint process for correction.

### **Process for Informal Resolution of Formal Complaints**

After a formal complaint has been filed and at any time prior to reaching a determination of responsibility, the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. If a party requests the use of an informal resolution process, the district will provide the parties a written notice that:

1. Discloses the allegations and the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
2. Discloses that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the complaint process with respect to the formal complaint;

3. Discloses any consequences resulting from participating in the informal resolution process, including the records that, with voluntary written consent from the parties, will be maintained or could be shared; and
4. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process may not be used to resolve allegations that an employee sexually harassed a student.

If the informal resolution process does not resolve the formal complaint within ninety (90) business days after both parties consented to use the process, the Title IX coordinator will resume the complaint process unless both parties again consent to continue using the informal resolution process.

### **Training**

Title IX coordinators, investigators, decision-makers and any person designated to facilitate an informal resolution process, should the district offer one, will receive training on the following:

1. The definition of sexual harassment under Title IX as used in this policy.
2. The scope of the district's education programs and activities.
3. How to conduct the investigation and complaint process, including determination of responsibility for sexual harassment, appeals, and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
5. Issues of relevance necessary to create an investigative report that fairly summarizes the relevant evidence.
6. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The district will not use training materials that rely on sex stereotypes. All training materials used by the district will promote impartial investigations and adjudications of formal complaints of sexual harassment under Title IX. These training materials must be publicly available on the district's website or, if the district does not maintain a website, the materials must be available upon request for inspection by members of the public.

### **Records**

The district will maintain the following records for seven years:



1. Records of each investigation of sexual harassment under Title IX, including any determination of responsibility, any disciplinary sanctions imposed on the respondent and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom;
4. All materials used to train Title IX coordinators, investigators, decision-makers and any person who facilitates an informal resolution process;
5. Documentation if the district did not provide a complainant with supportive measures and the reasons why such a response was not clearly unreasonable in light of the known circumstances; and
6. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX. These records must document the basis for the conclusion and that the district's response was not deliberately indifferent.

The district may add documentation of additional steps taken by the district that were not initially provided in conjunction with the initial complaint filed.

#### **Confidentiality**

Except as required by law, as permitted by the FERPA statute or regulations or to carry out the purposes of Title IX, including the conduct of any investigation, hearing or judicial proceeding arising thereunder, the district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including:

1. Any individual who has made a report or filed a formal complaint of sexual harassment under Title IX;
2. Any complainant;
3. Any individual who has been reported to be the perpetrator of sex discrimination;
4. Any respondent; and
5. Any witness.

The district must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

**Policy Reference Disclaimer.**

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State</b>	<b>Description</b>
§§ 290.400-.450, RSMo.	<u>State Statute</u>
§105.255, RSMo.	<u>State Statute</u>
§162.068, RSMo.	<u>State Statute</u>
§167.161, RSMo	<u>State Statute</u>
§167.171, RSMo	<u>State Statute</u>
<b>Federal</b>	<b>Description</b>
34 C.F.R. Part 106	<u>Federal Regulation</u>
FEDERAL COURT	<u>Bostock v. Clayton County, Georgia, 590 U.S., 140 S.Ct. 1731 (2020)</u>
FEDERAL COURT	<u>Burlington Indust. v. Ellerth, 524 U.S. 742 (1998)</u>
FEDERAL COURT	<u>Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)</u>
FEDERAL COURT	<u>Gebser v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)</u>
FEDERAL COURT	<u>Oncale v. Sundowner Offshore Serv., 523 U.S. 75 (1998)</u>
FEDERAL COURT	<u>Harris v. Forklift Syst., Inc., 510 U.S. 17 (1993)</u>
<b>Cross References</b>	
<b>Code</b>	<b>Description</b>
AC	<u>PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION</u>
GBCB	<u>STAFF CONDUCT</u>
GBCC	<u>STAFF USE OF COMMUNICATION DEVICES</u>
GBL	<u>PERSONNEL RECORDS</u>

GBLB	<u>REFERENCES</u>
GCPD	<u>SUSPENSION OF PROFESSIONAL STAFF MEMBERS</u>
GCPE	<u>TERMINATION OF PROFESSIONAL STAFF MEMBERS</u>
GDPD	<u>SUSPENSION OF SUPPORT STAFF MEMBERS</u>
GDPE	<u>NONRENEWAL AND TERMINATION OF SUPPORT STAFF MEMBERS</u>
IGD	<u>DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS</u>
IICC	<u>SCHOOL VOLUNTEERS</u>
JFCF	<u>BULLYING</u>
JFCG	<u>HAZING</u>
JG	<u>STUDENT DISCIPLINE</u>
JHG	<u>REPORTING AND INVESTIGATING CHILD ABUSE AND NEGLECT</u>
KL	<u>PUBLIC CONCERNS AND COMPLAINTS</u>
KLA	<u>CONCERNS AND COMPLAINTS REGARDING FEDERAL PROGRAMS</u>

# MULTI USE PERMISSION FORM

Multi-Use Permission Form  
School Year \_\_\_\_\_

Student Name: \_\_\_\_\_  
School \_\_\_\_\_

Dear Family,

To avoid the inconvenience of repeated requests for routine permission forms, all required permissions for this school year have been combined on this four-page form. **Please indicate yes or no in each category listed and sign on the reverse side in the designated area.** Thank you for your assistance and cooperation. If you have any questions regarding the items listed, please contact the school office.

## COMMUNITY-BASED INSTRUCTION

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

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

YES ( ) NO ( )

## UNSCHEDULED COMMUNITY-BASED TRIPS

Family and/or legal guardians 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.

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 FILMS

I give permission for my child to view PG and PG-13 rated films under adult supervision. Films will only be shown as an instructional strategy and as part of the curriculum.

YES ( ) NO ( )

**PHOTO RELEASE**

Occasionally media may come to SSD classrooms and buildings to report on newsworthy programs and events involving our staff and students. In addition, SSD's Communications Department may photograph and/or videotape other students and share these stories with SSD staff and families through the District's newsletter, website or other publications, including social media. The information may include images and identifying information of students, educators and community partners on its Web site, and in its print and electronic publications. Parent/guardian permission is needed for SSD to use images of students under the age of 18; individual permission is needed for those students 18 years of age and older.

As parent and/or legal guardian of my child, I hereby grant permission to the Special School District and news media to photograph, voice and/or video record my child to use their photograph, voice and/or video recording, their likeness and their name in publications, presentations, websites, news stories, social media or other print or digital media. I understand that the resulting photographs, stills, slides, video recordings and audio recordings may be published for the purpose of instruction or informing staff, students, parents or the general public about District / school programs or events or other purposes deemed appropriate by the district. Reasonable adjustments may be made to images, materials and formats for purposes of editorial, layout and delivery.

If a family checks No below and chooses to not allow SSD to use their child's image, likeness and/or name then their child will be excluded from any school yearbooks, phone directories, award announcements and group class photos.

YES ( ) NO ( )

**INTERACTION WITH ANIMALS**

There will be times where students may come in contact with dogs. Therapy Dogs visit the school regularly. The students have the opportunity to pet and interact with the therapy dogs. Benefits of having a therapy dog visit may include: the stimulation of voluntary physical activity, increased social cooperation and high activity levels.

Is your child allergic to dogs? YES ( ) NO ( )

Does your child have permission to participate in the Therapy Dogs program? YES ( ) NO ( )

**PARTICIPATION IN LOCAL, STATE, AND/OR FEDERAL SURVEYS**

School districts are sometimes required to participate in collecting information related to state and federal programs. This is generally done through the use of a survey such as the Title IV Safe and Drug-Free Schools and Communities Survey to help identify patterns so that programs can be developed to deal with these issues. The surveys are anonymous and results cannot be connected to a specific student. Prior to the surveys being given you will receive notice. The survey will be on file in the principal's office and you may review it if you desire.

By marking yes, you grant permission for your student to participate in the surveys.

YES ( ) NO ( )

**AUTHORIZAITON 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 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 (FOR STUDENTS 14 AND OLDER)**

I/We authorize Special School District 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 ( )

**PERMISSION TO COMPETE IN SPECIAL OLYMPICS**

It is common for students, teachers, and staff at Special School District to be actively involved with Special Olympics as volunteers or participants. I, the family and/or legal guardian of the student (hereinafter referred to as the "Entrant"), hereby request permission for the Entrant to compete in the Special Olympics program. I represent and warrant to SSD that the Entrant is physically and mentally able to compete in the Special Olympics. On behalf of the Entrant and myself, I hereby release you from any liability arising out of your permitting the Entrant to participate in the Special Olympics, and I agree to defend and hold you harmless against any claims or liabilities asserted against you at any time by or on behalf of the Entrant by reason of such participation or any other matters or thing to which this application appertains. If I am not personally present at the Special Olympics activities in which the Entrant is to compete, so as to be consulted in case of necessity, you are authorized on my behalf and at my account to take such measures and arrange for such medical and hospital treatment as you may deem advisable for the health and well-being of the Entrant. Medical and student information can be released to Missouri Special Olympics. Check yes if you grant permission for your child to compete in Special Olympics.

YES ( ) NO ( )

**PERMISSION TO VOLUNTEER FOR SPECIAL OLYMPICS**

Volunteers are the foundation of Special Olympics Missouri. Special Olympics depends on volunteers to help coach and conduct events. There is a wide range of volunteer opportunities with Special Olympics. The efforts of a volunteer provide opportunities to children and adults with intellectual disabilities, who, if given the chance, can participate and excel in sports and life. Check yes if you grant permission for your student to volunteer with Special Olympics.

YES ( ) NO ( )

**COMMUNICATION METHOD**

Preferred Parent Communication Method: EMAIL ( ) PHONE ( ) TEXT ( )

Preferred Parent Phone Number: \_\_\_\_\_

Preferred Parent Email Address: \_\_\_\_\_

**RELEASE OF INFORMATION TO MILITARY RECRUITERS**

In accordance with the Federal No Child Left Behind legislation, all public high schools are required to provide a list of students to the United States Military. As a parent you have the right to refuse to share your child's information. If you do not want your child's information provided to the U.S. Military please mark "No".

YES ( ) NO ( )

**Instructional Materials and Equipment**

Certain courses or services to students will require machinery, materials, and other equipment. This includes but is not limited to Physical Education equipment, the assembly/disassembly of vehicles, vehicles driven, assistive devices to provide physical support, and in some Technical Classes, heavy machinery.

By checking the box below, I give permission for my child to use Instructional Materials and Equipment under guidance from the supervising staff. Instructional Material and Equipment will be used as a resource to support curriculum.

YES ( ) NO ( )

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature (if over 18 and own guardian)

\_\_\_\_\_  
Date




# ENROLLMENT FORM

## SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY STUDENT ENROLLMENT/EMERGENCY CONTACT FORM

School Year \_\_\_\_\_

<b>STUDENT DATA:</b>			
Name: _____		Student ID _____	
Last	First	MI	
Date of Birth: _____	Gender: Male / Female	Race: _____	
Student Address: _____			
Street Number		City/State	Zip
Home District: _____		Attending School: _____	
<b>PARENT/LEGAL GUARDIAN #1 – First contact</b>			
Name: _____			
Spouse/Partner: _____			
Address: _____			
Home Phone: _____		Cell Phone: _____	Primary Language: _____
Email: _____			
Employer's Name: _____		Work Phone: _____	
<b>PARENT/LEGAL GUARDIAN #2 – Second contact</b>			
Name: _____			
Spouse/Partner: _____			
Address: _____			
Home Phone: _____		Cell Phone: _____	Primary Language: _____
Email: _____			
Employer's Name: _____		Work Phone: _____	
<b>FOR EMERGENCY USE WHEN PARENT CANNOT BE LOCATED:</b> Persons listed below has your authorization to pick up your child.			
<b>FIRST EMERGENCY CONTACT</b>			
Name: _____			
Relationship: _____			
Phones: Home _____		Cell: _____	Work: _____
<b>SECOND EMERGENCY CONTACT</b>			
Name: _____			
Relationship: _____			
Phones: Home _____		Cell: _____	Work: _____

OVER 



1. Are you sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason?  
 Y  N Explain if it is a similar reason: \_\_\_\_\_
2. Are you currently residing at a motel, hotel, trailer parks, or camping grounds due to the lack of alternative adequate accommodations?  Y  N
3. Are you currently residing in an emergency or transitional shelter?  Y  N
4. Has the student been abandoned in a hospital?  Y  N
5. Is your primary nighttime residence a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings?  Y  N
6. Are you currently living in a car, park, public space, abandoned buildings, substandard housing, bus, or train station or similar setting?  Y  N
7. Has a family member moved w/children in the last 3 years to seek temporary or seasonal agricultural or processing work?  Y  N
8. Is the parent/guardian currently active Military?  Y  N

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Rev. 3.25.2022

# TECHNOLOGY USE PERMISSION FORM

School Year: \_\_\_\_\_

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

## Electronic Communication Systems Access and Use Agreement

In Special School District, we use Google Workspace for Education, and we provide and manage an account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom and more used by tens of millions of students and teachers around the world. Students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into Chromebooks and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the Google Workspace for Education account?

Please read it carefully, let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a Google Workspace for Education account for your child. If you don't provide your consent, we will not permit your child to use Google's **Additional Services** listed below.

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

### Google Workspace for Education Notice to Parents and Guardians

Using their Google Workspace for Education accounts, students may access and use the associated "Core Services" offered by Google (described at [https://workspace.google.com/intl/en/terms/user\\_features.html](https://workspace.google.com/intl/en/terms/user_features.html)). Examples of those services include:

- Gmail
- Calendar
- Classroom
- Jamboard
- Drive
- Docs, Sheets, Slides, Forms
- Contacts
- Tasks
- Groups for Business
- Keep
- Sites
- Hangouts
- Meet

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may access "**Additional Services**" including the following:

- Blogger
- Bookmarks
- Books
- CS First
- Earth
- Groups
- Managed Play
- Maps
- My Maps
- Photos
- Takeout
- YouTube

Google provides documentation about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at [https://workspace.google.com/terms/education\\_privacy.html](https://workspace.google.com/terms/education_privacy.html). You should review this information in its entirety, but below are answers to some common questions:

### How will my child benefit from using Google Additional Services?

#### YouTube:

Students learn to use printed sources, scholarly databases and the internet as they learn to research. YouTube is one source that students can employ, especially to access interviews with experts, lectures by credible scholars, or short documentary films that provide background and sources.

Often, the short videos found on YouTube serve as leverage for our students: the short films are often more accessible for learners at the start of a research project, helping students understand complicated ideas and content, which, in turn allows them to read texts that they might not previously have understood.

YouTube serves a source for supplementary information for students. For example, students might access a YouTube tutorial about writing a paragraph or punctuating dialogue if, after instruction and practice, their peers have mastered the skill, but they still need more practice. Additionally, YouTube can provide essential background knowledge to help students access the novels that they read. Teachers do employ YouTube videos to support their curriculum and use the "flipped classroom model" so that teachers and students can work together to process the ideas/content of the video together instead of spending time in class watching the video.

#### Blogger:

Services like Blogger allow students to connect beyond the classroom and to write with an authentic audience in mind—and has the potential of engaging writers and readers of other cultures. Having an authentic audience highlights the publication step of the writing process.

#### Google Earth:

Google Earth provides visual and interactive content in a unique way. Some teachers use it as a supplement to whole group instruction on a location or time period; other teachers have students explore or create their own maps using the service.

#### What information does Google collect?

A Google Workspace for Education account is a Google Account created and managed by a school for use by students and educators. When creating this account, the school may provide Google with certain personal information about its students and educators, which includes a user's name, email address, and password in most cases, but could also include secondary email, phone, and address if the school chooses to provide that information. Google may also collect personal information directly from users of Google Workspace for Education accounts, such as telephone number, profile photo or other information they add to a Google Workspace for Education account.

Google also collects information based on the use of our services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number of the user;
- log information, including details of how a user used our service, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

#### How does Google use this information?

In Google Workspace for Education **Core Services**, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

In Google **Additional Services**, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

#### Does Google use student personal information for users in K-12 schools to target advertising?

No. For Google Workspace for Education users in primary and secondary (K-12) schools, Google does not use any personal information (or any information associated with a Google Workspace for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a Google Workspace for Education account.

#### Can my child share information with others using the Google Workspace for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

#### Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations, and individuals outside of Google unless one of the following circumstances applies:

- **With parental or guardian consent.** Google will share personal information with companies, organizations, or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through Google Workspace for Education schools.
- **With Special School District.** Google Workspace for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
- **For external processing.** Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the Google Workspace for Education privacy notice and any other appropriate confidentiality and security measures.
- **For legal reasons.** Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
  - meet any applicable law, regulation, legal process or enforceable governmental request.
  - enforce applicable Terms of Service, including investigation of potential violations.
  - detect, prevent, or otherwise address fraud, security or technical issues.
  - protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

#### What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google for the **Additional Services**. If you don't provide your consent, we will not permit your child's Google Workspace for Education account to access the **Additional Services** listed above.

If you wish to stop any further collection or use of your child's information for the **Additional Services**, you can request that we use the service controls available to limit your child's access to those features or services. You and your child can also visit <https://myaccount.google.com> while signed into the Google Workspace for Education account to view and manage the personal information and settings of the account.

#### What if I have more questions or would like to read further?

If you have questions about our use of Google's Workspace for Education accounts or the choices available to you, please contact the District's Technology Services Department at [technologyservices@ssdm.org](mailto:technologyservices@ssdm.org).

Please review the additional policies regarding Electronic Communication Systems:

Technology Usage Policy EHB (<https://www.ssdmo.org/cms/lib/MO50000617/Centricity/domain/39/board%20policies/EHB.pdf>)

Technology Safety Regulation EHB-R (<https://www.ssdmo.org/cms/lib/MO50000617/Centricity/domain/39/board%20policies/EHB-R.pdf>)

I have reviewed the Google Workspace, Policy EHB and Regulation EHB-R regarding Electronic communication systems and have discussed the policy with my student. By marking yes below I hereby agree that my student will abide by Policy EHB and Regulation EHB-R. I further understand that failure to abide by Policy EHB and Regulation EHB-R may result in disciplinary action up to and including suspension or expulsion.

My student may have access to the Internet and E-Mail via Special School District's computer systems.

Yes ( ) No ( )

# LANGUAGE USE SURVEY

## Special School District Language Use Survey

Student's name \_\_\_\_\_ DOB \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

### Person Completing Survey:

Mother     Father     Student     Guardian     Other (Specify) \_\_\_\_\_

### Language Background:

1. What was your child's first language?                       English     Other: \_\_\_\_\_
2. Which language(s) does your child speak at home and with others?     English     Other: \_\_\_\_\_
3. Which language(s) does your child hear at home and understand?     English     Other: \_\_\_\_\_
4. What is the language most often spoken by the student?                       English     Other: \_\_\_\_\_
5. Is any language other than English spoken in your home?     Yes     No    If yes, what language: \_\_\_\_\_

If any of these answers indicate a language other than English, please complete the rest of the survey.

6. Does your child read in a language other than English?     Yes     No
7. Does your child write in a language other than English?     Yes     No
8. Does your child interpret for you or anyone else in a language other than English?     Yes     No
9. Preferred language for contact by telephone: \_\_\_\_\_
10. Preferred language for written contact: \_\_\_\_\_
11. I am requesting to have all important Special Education related documents translated.     Yes     No

The school is required to assess the English language proficiency of all students who indicate, or are suspected of having, a first language other than English. If the results of the assessment show a student needs language support, you will be notified in writing and the school district will provide language support as deemed appropriate by district staff.

School Office Personnel: Please return this form to the Federal Programs Office at Central Office.

# TITLE BUILDING PLAN

6/22/24, 8:19 PM

ESEA Building Level Plans



District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2024-2025

Funding Application: Plan - School Level - 1089 NORTHVIEW Version: Initial Status: Created



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

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

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

## 1089 NORTHVIEW

### SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development		
Team Member		
	Team Member Role	Team Member Name
1	Parent	Danielle Cooney
2	Teacher	Patricia Billeau-Title I.A teach
3	Principal	Brian O'Connor
4	Other Administrators	Mark Sharp-Assistant Princip
5	Other Administrators	Esthere Scott-Federal Progra
6	Parent	Charlene Currie-Grisom
7	Parent	Katherine Morris
8	Parent	Andre Alexander
Plan Development Meeting Dates		
1	Meeting Date	02/01/2024

### COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title I.D Delinquent	Ann Hawkey	Principal-JDC
2	Title II.A	Esthere Scott	Federal Programs Coordinat
3	Title IV.A	Esthere Scott	Federal Programs Coordinat

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

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

Supplemental instruction

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

2	<input checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>	
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
6	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	

Delivery of Title I funded supplemental instruction services

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

Share strategies to support math and literacy skill development in content areas with teachers.  
 Build capacity of all staff in the area of literacy and numeracy by offering trainings throughout the year.  
 Provide increased Reading instruction for students with low decoding and reading skills and ability

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

Class size reduction

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

Professional Learning Communities

- Schoolwide Positive Behavior Support

Response to Intervention

- Other

PBIS  
 Character Education  
 Restorative Practices

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide  
 Funds will be used to secure a reading specialist position to provide individual and small group instruction to identified students performing below grade level. This instruction is in addition to the scheduled instruction provided to all students in communication arts and mathematics. A Math specialist will service 9th grade students and be shared with Ackerman.

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

Description of how strategy/strategies will strengthen

The implementation of character education, positive behavior supports, interventions, and restorative practices will support emotional growth in students.

- Increase the amount of learning time
- Extended school year
  - Before-and/or after-school programs
  - Summer program
  - Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

Funds will be used to secure a reading specialist position instruction to identified students performing below grade level. This instruction is in addition to instruction provided to all students in communication arts. This will enhance the opportunity for students to increase their reading capabilities across curricula.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas

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

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

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

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

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

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

Professional development related to family engagement strategies that are linked to student learning will be provided. Outside professional development opportunities will also be provided to staff. Professional development opportunities will be provided to all staff in the area of self-care and revitalization. This professional development is designed to decrease staff frustration and positively impact quality instruction by improving their responses to difficult student behavior. Professional development opportunities in the areas of online learning platforms, character education, restorative practices, and equity will continue to be offered to Northview staff.

- Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

New staff orientation and growth/support for in-house programs.

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

Describe activities

### SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

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

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

- Yes
- No



# TITLE FAMILY ENGAGEMENT PLAN

6/22/24, 8:18 PM

ESEA Building Level Plans



ePeGS

District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2024-2025

Funding Application: Plan - School Level - 1089 NORTHVIEW Version: Initial Status: Created

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

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

## 1089 NORTHVIEW

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide  
 Targeted

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

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

Northview High School has a School-Family Compact that is used to demonstrate the agreement of parents/families to the family engagement policy. The compact is to be revised annually. It is included in the school handbook, posted on the school website, and can be translated for all families to understand.

- Parents are notified of the policy in an understandable and uniform format. Section 1116(b)(1)  
 The school parent and family engagement policy is provided in a language the parents can understand. Section 1116(b)(1)

### POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. Section 1116 (c)(1)  
 The agenda reflects that the purpose of the meeting is  
 To inform parents of their school's participation in the Title I.A program  
 To explain the requirements of Title I.A  
 To explain the right of parents to be involved.  
Section 1116 (c)(1)  
 The school offers a flexible number of meetings. Section 1116 (c)(2)  
 Using Title I.A funds, to promote parental involvement the school provides (check all that apply)  
 Transportation  
 Child care  
 Home visits  
 Funds will not be utilized for these purposes  
Section 1116 (c)(2)

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

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

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

Families participated in the review process of ESEA plans and compact.

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

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

Families participated in the review process of ESEA plans and compact.

The school provides parents of participating children:

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

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

Parents and families will be invited at the start of the school year to an open-house or welcoming event where the school will provide all required information about the TITLE I.A. programs along with other important school information.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment. Section 1116 (c)(4)(B)

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

Parents and families are invited at the start of the school year to an open house / welcoming event where the school provides&nbsp;parents and families with required information regarding curriculum, academic assessments and student achievement level information. Curriculum nights, Face family nights, Family cafes are offered to inform parents of district resources and opportunities. Assessment reports are provided to families during the year.

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

**SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT**

**School-Parent Compact**

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

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

The school-parent compact will

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

Parents and families are responsible for supporting their child's learning by:  
-Encouraging conversations about the importance of education  
-Engaging in two-way communication with schools (open and honest communication)  
-Partner with school to monitor student progress  
-Share concerns with school  
-Work through restorative mediation when necessary to support students & teams

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

The school will be responsible for providing high quality curriculum and instruction in a supportive and effective learning environment by:  
Being a welcoming safe place for families  
Engaging in two-way conversations with families  
Providing frequent positive feedback to families  
Making itself accessible to families  
Providing resources to families to help their students.

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

**BUILDING CAPACITY FOR INVOLVEMENT**

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

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

Describe plans to provide assistance.

Northview High School will create family engagement activities linked to learning that will provide assistance to parents and families with understanding the Missouri Learning Standards, the Missouri Assessment Program, the use of District assessments and District curriculum, how to monitor student progress and how to partner with educators to improve academic performance.

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

Describe plans to provide materials and training.

Northview High School will provide families with coaching in learning strategies and provide materials that can be utilized at home to support classroom instruction as well as with engagement opportunities that are linked to learning.

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

Describe plans to educate school personnel regarding working with parents.

Northview High School staff will participate in professional development training to better understand all components of family engagement. Staff will be coached in strategies to use with school families. Additionally, staff will be coached in learning strategies families can use at home. The use learning strategies to support classroom instruction in the home.

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

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

Describe plans to coordinate and integrate.

Northview High School will incorporate parent education, resources, and supports for families by linking engagement opportunities to learning activities. Northview will also continue to develop opportunities for families to explore future planning and transition activities.

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

**Optional additional assurances**

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

6/22/24, 8:18 PM

ESEA Building Level Plans

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

**ACCESSIBILITY**

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

- Provides opportunities for the informed participation of parents and family members, including:
  - Parent and family members who have limited English proficiency.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. Section 1116 (f)



**Northview High School**

**Missouri School of Character  
2012-2027**

**National School of Character  
2012-2017**

**National School of Character  
2017-2022**

**National School of Character  
2022-2027**