

Southview  
Student/Family Handbook  
2024-2025



**SOUTHVIEW  
COUGARS**

Southview School  
11660 Eddie and Park Road  
Crestwood, MO 63126  
314-989-8900 (school office)  
314-989-8904 (fax)

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 and any other characteristics 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 inquires and complaints under this policy to:

Special School District's Compliance Liaison  
12110 Clayton Road  
St. Louis, Missouri 63131  
Telephone (314) 989-8100; or to the

U.S. Department of Education  
Office for Civil Rights  
One Petticoat Lane  
1010 Walnut Street, 3rd Floor, Suite 320  
Kansas City, MO 64106  
Telephone (816) 268-0550, fax(816)268-0599, TDD (800)877-8339, email  
OCR.KansasCity@ed.gov

Information about the existence and location of services, activities, and facilities accessible to impaired persons can be obtained from the Special School District's Director- Compliance Liaison at the phone number and address listed above.

Updated June 2018

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August 2024

Dear Students and Families,

Welcome to the 2024-2025 school year at Southview School. The administrative staff and faculty are committed to supporting students to meet state/districts standards, IEP goals, and post-secondary goals as a means for reaching their fullest potential. This handbook outlines basic school information, District policies, and the student Code of Conduct. The teaching staff will review this handbook with students. A copy is provided to all families so that students and families know what is expected of them; please take a moment and review this with your child.

Should you have any questions and/or concerns regarding the handbook please feel free to contact us.

Thank you for your partnership and engagement in your child's education. As a team, we can provide a safe and successful learning environment for all students.

Sincerely,  
Niki Tedoni  
Principal  
Southview School  
314-989-8900



Dear Families,

The safety and security of your children is the District's number one priority. As part of our continued enhancement of security procedures within the District, a web-based visitor registration system is being implemented in all of the SSD schools. The visitor management system enhances school security by scanning a visitor's driver's license or government identification card, comparing the information to a national sex offender database from all 50 states and printing a visitor badge that includes a photo, the visitor's name, date and time.

A key feature of the system is that a visitor only has to have his or her license scanned once. Once the license is scanned, the visitor's name, date of birth and picture are stored in the system and the next time he or she visits the office, staff will type in the visitor's name and print the visitor badge. Once you are in the system, you do not have to have your license scanned again on your next visit to the school.

It is important to note that the system only scans the visitor's name, date of birth and photo for comparison with a national database of registered sex offenders. Additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore, any other information connected to the visitor's driver's license is not part of the system and is not accessible to any of the users.

The safety and security of our students is our highest priority, and the visitor management system provides a consistent way to aid in keeping away people from school who may present a danger to students. Therefore, all visitors to the school must be scanned into the system and obtain a visitor badge. The visitor badges must be returned to the office at the conclusion of the visit. If you have any questions about the system, do not hesitate to contact me. Thank you in advance for your cooperation as we continue to enhance the safety of our schools.

Sincerely,  
Niki Tedoni  
Principal  
Southview School  
314-989-8900

# Southview School

Special School District of St. Louis County  
11660 Eddie and Park Road  
Crestwood, Missouri 63126

**Welcome both new and returning families to the Southview 2024-2025 School Year!** We are looking forward to an exciting year. **Please set aside some time to review the 24-25 Student/Family Handbook with your child.**

**Student instructional hours are 9:00am to 3:35pm. Students cannot be signed in earlier than 8:45 am.** School Office hours are 7:30am to 4:30pm Monday through Friday. Please refer to the school calendar for information regarding school closures.

Here are some helpful phone numbers:

## Administration

<b>Principal-</b> Niki Tedoni	314-989-8903
<b>Assistant Principal K-8-</b> Jenna Heinlein	314-989-8905
<b>Assistant Principal 9-12+ –</b> Erin Lynch	314-989-8907

## Southview School Office

Sharon Reynolds	314-989-8900
Taundra Jones	314-989-8901

<b>Fax</b>	314-989-8904
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## Health Office

Melissa Ford	314-989-8933
Lori Johnson	314-989-8932
Health Office Fax	314-989-8912

## Social Work

Sara Schmitt	314-989-8951
Katie Lange	314-989-8925
Becky Schultz	314-989-8974

## Transition Facilitator

Lauren Rongey-Llanos	314-989-8969
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## Transportation

Central Garage	314-989-7165
South Garage	314-989-7562

**All Board Policies may be viewed at the SSD website**

<http://www.boarddocs.com/mo/ssdmo/Board.nsf/Public>

# SOUTHVIEW

## Academic Calendar 2024-25



### AUGUST 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 15: Back to School Kick Off Night, 4-6 PM

August 19: First Day of Student Attendance

### SEPTEMBER 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September 2: Labor Day - District Closed

### OCTOBER 2024

S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 11: Picture Day

October 24-25: Fall Break - No Student Attendance

### NOVEMBER 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 5: Virtual Instruction Day




November 27-29: Thanksgiving Break - District Closed

### DECEMBER 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 3: Picture Retake Day

December 23-31: Winter Break - No Student Attendance

-  - STAFF PD DAY: No Student Attendance
-  - HOLIDAY/BREAK: No Student Attendance
-  - MAKE-UP SNOW DAYS

# SOUTHVIEW

## Academic Calendar 2024-25

### JANUARY 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 1-3: Winter Break - No Student Attendance  
 January 6: First Day Back in Session  
 January 20: Martin Luther King, Jr. Day - District Closed

### FEBRUARY 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

February 14: Staff PD Day - No Student Attendance  
 February 17: Presidents' Day - District Closed

### MARCH 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 17-21: Spring Break - No Student Attendance

### APRIL 2025

S	M	T	W	T	F	S
						1
						2
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			




April 18: No Student Attendance  
 April 21: Staff PD Day - No Student Attendance

### MAY 2025

S	M	T	W	T	F	S
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 15: High School Graduation, 6 PM  
 May 16: 8th Grade Promotion, 1 PM  
 May 22: Last Day of Student Attendance  
 May 23: Staff PD Day - No Student Attendance  
 May 26: Memorial Day - District Closed  
 May 27-30: Make-Up Snow Days \*

**\*POSSIBLE MAKE-UP SNOW DAYS**  
 May 27-30, June 2-3

-  - STAFF PD DAY: No Student Attendance
-  - HOLIDAY/BREAK: No Student Attendance
-  - MAKE-UP SNOW DAYS



## **SSD Commitment to Excellence**

### **Vision...what we want to be**

All students realize their full potential in life and learning.

### **Mission...why we exist**

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

### **Core Values...what is important to us**

Equity

Commitment

Collaboration

### **Core Competencies...where we excel**

Comprehensive delivery of specialized instruction

Delivery of career technical education

### **Strategic Plan Goal Areas...how we will get there**

1. Student Success
2. Workforce
3. Technology
4. Fiscal Responsibility
5. Collaboration
6. Communication
7. Systems Focus
8. Leadership / Governance

### **Standards of Excellence...what sets us apart**

- We believe all students can be successful.
- We focus on each student's potential.
- We value all people for their individual strengths.
- We collaborate with parents, students, staff and stakeholders.
- We respect the opinions of others.
- We strive to continuously improve our performance.
- We embrace our role as ambassadors for the District.
- We take pride in our work. We believe that what we do is more than just a job.

# Southview Vision Statement

We prepare students for their post-school outcomes by creating productive members of their community.

## Southview Mission Statement

The Southview Learning Community provides a safe learning environment in which all students are treated with dignity and respect. We provide individualized instruction to promote school-wide continuous improvement while addressing the academic, social, communication, behavioral and post-secondary needs of our students.

### Southview Core Values

All learn in a Safe Environment.

All are Treated with Dignity and Respect.

All seek Continuous Improvement.

All are Held Accountable.

We will do what is best for kids.

### Southview Cougar Creed

Remember to ROAR – Respect Others, Accept Responsibility!

Mascot: The Cougar



## Welcome!

Southview School is an elementary and secondary setting for students in the Special School District of St. Louis County who have intensive special education needs. Southview School serves a diverse student population, ages 5-21, and provides significant supports to meet individual student needs as outlined in the individualized education plan.

It is the belief of the administration that the participation of the entire educational team is crucial. Staff members, families, and students are involved in decision making that impact students. Collaboration strengthens the structure of the school and increases the quality of instruction.

Classrooms are grouped into teams to facilitate collaboration for instructional planning, to provide support in developing adaptations and modifications, and to create a decision-making structure for the school's daily operations and long-term planning.

The Parent-Teacher Organization is comprised of parents/guardians and staff of Southview School and we encourage our families to get involved with this organization. The purpose of this team is to develop family support and programs, assist in student activities, and conduct fund raising activities to support the students and their families at Southview.



The Southview School community prides itself on the accomplishments of the students it serves. It is through the celebration of each individual student's self-determination in meeting their personal goals that our mission is achieved!

The building at 11660 Eddie and Park is just that; a building. It becomes a school only when families, staff and students enter and create a positive, safe environment where learning takes place. That's Southview School.

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

## **Family Support**

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

**IEP Participation:** One of the most important activities concerning your student is the individualized education plan (IEP) process. This is the written document that describes your student's education program. It is developed collaboratively at least annually. This is a dedicated time for you to share your knowledge of your student with the team.

**School Hours:** Our student instructional hours are 9:00 am-3:30pm. Busses begin unloading at 8:45 am. Staff participate in professional development until 8:45 am. ***Students cannot be dropped off before 8:45 am. If you drop your student off earlier than 8:45 am, you will be asked to sit with them until a staff member is available. All students must be walked into the office and signed in by family or designee.***

### **Parking Procedures:**

When visiting the school and/or picking up your student there are visitor parking spaces in front of the main office doors. Please do not park or drop off in the bus lane. All students must be walked into the office and signed in/out by family or designee.

**Attendance:** In order for students to be successful, it is essential for students to attend school regularly. **Please notify the school office at 314-989-8900 as soon as possible if your child will be absent.** We will call home if we don't hear from you to verify that your child is home. We may contact you when your child misses 5 days and then again at 10 days to assist in strategies to improve your child's attendance. As a reminder, regular school attendance is a state law, we will make truancy referrals as necessary.

**Communication:** Home-school communication is critical to student success. Please communicate regularly with your student's teacher. Your student's teacher will provide you with his/her contact information. Keep staff informed of changes in address, phone number and/or email address. Please return all paperwork and permission slips to your student's teacher.

### **Procedure of Updating Address and Enrollment Information:**

When changes occur in your students' address and/or enrollment information, please contact Southview secretary, Taundra Jones at 314-989-8901.

**Social Work Services:** Social work services are provided as outlined by your student's IEP. Social workers provide a wide-range of services including: helping to coordinate assistance from agencies, coordinating care-team meetings, and supporting students in moments of crisis. You can support by notifying social workers of extenuating circumstances within the home, signing release of information forms, updating medical info, and updating the names of outside service providers.

**Behavioral Threat Assessment Team:**

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.

**Food Service:** Breakfast and lunch are available for all students. The free/reduced breakfast and lunch program is available for eligible students. **Families must apply each semester.** On-line payments are available through the Parent Portal. You must complete the necessary paperwork in the office before you can access this service. Staff are unable to microwave lunches for students. Due to health regulations, treats brought for school events must be "store bought" and cannot contain peanuts. Please inform the school nurse and classroom teacher if your student has a food allergy. A doctor's order is needed for any change from the regular school menu or for any restrictions.

**The Family & Community Engagement (FACE) Program:** The Family & Community Engagement Program champions meaningful inclusion and family engagement through supporting and working with everyone who touches your student's life. You may contact them at 314-989-8108 or online at [ssdmo.org](http://ssdmo.org). They offer you the SSD Parent Connection Newsletter, Parent Workshops, and resources for camps and activities for students. They also offer The Family and Community Resource Center, an educational resource for families and community members. The center has books, videos, newsletters, etc., about disabilities. You may have materials shipped to Southview and we will send them home with your child. Please contact them at 314-989-8431 for more information.

**Student Progress:** Student progress is documented through instructional data and collected at predetermined intervals. Progress reports and report cards are sent home quarterly.

**Student Grading Policies/Make up work**

Teachers create opportunities for students to demonstrate mastery in curricular standards, as well as social skills practices. Student grades are determined by both mastery and participation and vary based on students grade and instructional level. Teachers will provide make-up work as needed for students who have absences that

will impact grades per quarter. Please contact your student's case manager for specific grading details/policies.

**School Dress:** Although we recognize our students enjoy expressing themselves as individuals, students may not wear:

- Insignia/slogans on clothing that are offensive/gang related/profane
- Clothing advertising illegal substances or alcohol
- Halters, off the shoulder tops, low necklines, bare midriffs, short skirts, underwear tops, muscle shirts, transparent/net and tight garments
- Pants that sag below the waist
- Hats, do-rags, or hoodies or any item covering the head etc.
- Clothing worn that brings undue attention, causes a disruption, or poses a safety hazard.

Clothing should be appropriate for the weather. Please write names on personal items for easy identification. If students wear inappropriate clothing to school, staff will offer an alternative.

**Pets:** Only pets associated with an approved agency (such as Love on a Leash), can visit school. For the safety of our students and staff, please keep all pets at home.

**Visitor/Observation Procedures:** Please call 48 hours in advance when scheduling an appointment for a classroom observation, tour or to meet with teachers or administrators. Sign in at the office and complete the observation/confidentiality form. An administrator will escort you to the classroom. We try to limit distractions to the learning environment, so we ask that you not interact with your student or others in the classroom. Observations are limited to one class period, once a month. **Therapies provided by outside agencies cannot be provided at school.**

**Safety/Security:** To help provide a safe and secure learning environment, the outside doors are locked by 9:00 a.m. Press the buzzer on the right wall, give your name and purpose of your visit and you will be "buzzed in". Please sign your child in and out. When dropping off, escort your student into the office and ensure that your student is in the custody of a staff person before you leave. If your child is being picked up by a friend or relative, please inform the office ahead of time. The friend or relative will be required to show identification. SSD has purchased a visitor management system that will be used to screen all visitors against the registered sexual offender databases using their government issued ID. Staff and students practice safety drills (fire, intruder, earthquake, etc.) in accordance with the district schedule. Please make sure the office has an up-to-date emergency contact form for your student in case of an emergency.

**Early Dismissal:** If your student is leaving early a written/signed permission note from the parent/guardian is required. Please include the time your student will be picked up and by whom. Identification may be required when signing out a student.

**Personal Property:** Students should only bring items necessary for the instructional day to school. Please leave all electronics, toys, including fidget spinners, jewelry, etc. at home. If students bring any item deemed disruptive to the learning environment, the teacher or principal will check the item in until the end of the day. Students are not to trade, borrow, buy or sell personal items on the bus or at school. Staff are **not responsible** for the return of lost or stolen items. Students are not allowed to wear hoodies, beanies, hats, earbuds, etc. unless the teacher and administrator has given permission through a student specific plan.

**Cell Phone Use:**

Students are not allowed to have cell phones on their person during the school day. Classroom teachers will have a cell phone check in/out procedure at arrival and dismissal.

**Community-Based Instruction (CBI)/:** CBI supports students in grades 9 and above to practice classroom skills in community settings. Teachers plan trips related to instructional activities.

**Field Trips:**

At times, your student may participate in a school field trip. When this occurs, a permission form will be sent home and signed with emergency contact information for your student to participate in the event.

**Special Olympics:** Students participate in Special Olympics activities such as bowling, bocce ball, track and field etc. Permission forms are necessary for student participation.

**School Closing:** Inclement weather (high heat index, snowstorms, excessively low temperatures) may result in the closing of school. If the school is closed, announcements will be made on radio and television. The SSD information line, 314-989-8450, will provide school closure information. The School Messenger automated phone system will also attempt to call emergency contact numbers.

**Emergency School Closing During the School Day:** Dangerous weather or building conditions may result in the closing of school during the school day. If school closes early, announcements will be made on radio and television. The School Messenger automated phone system will attempt to call emergency phone numbers; so please keep school informed of all address/phone number changes. It is important to develop a backup plan for emergency situations.

### **Emergency Preparedness:**

All Southview staff have emergency preparedness guides and safety drills are practiced in alignment with the district schedule.

**PTO/PAC:** Please consider getting involved with the Parent-Teacher-Organization held at Southview or the Parent Advisory Committee through Special School District. Contact Taundra Jones at 314-989-8901 for additional information.

**Family/School Learning Agreement:** In collaboration with families/ parents/guardians, Southview School has developed a Family Involvement Plan and a Family-School Compact (attached to the handbook). Please read the Family Involvement Plan, and sign and return the Family-School Compact (blank forms are included in the first pages sent to you in the Student Packet).

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

**Transportation:** SSD provides free transportation to Southview School as a related service when deemed appropriate in the IEP. It may take up to Ten (10) business days to set up/make changes to transportation. Please contact the school to make changes in transportation; do not contact the garage directly about permanent changes.

In the event your student will be absent from school due to a short-term absence (illness, funeral, vacation etc.), please contact the garage if your child will not be riding the bus/cab to school. You can help ensure that transportation runs smoothly for our students by doing the following:

- Please have your student 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 student on and off the bus when necessary. The transportation provider will not leave the bus to come to the door of the home.
- Please be at the designated stop to receive your student. Students will not be permitted to leave the bus at a point other than the designated stop.
- If your student 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 planned for someone to receive your student. If there is no one home to meet the bus, the transportation provider will deliver the student to the local police department.
- Please notify your student's school as soon as possible if you will be moving. It will take up to 10 days 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.
- Busses operate on a definite schedule.
- Busses, which arrive on schedule, are not required to wait if the student is not at the stop.
- Busses will not return for students who have missed the bus.
- Busses will not leave the stop before the designated time.
- Students must be picked up and dropped off at the same address **every day**; morning and afternoon addresses may be different but are to be consistent each day.

**As a reminder, transportation changes do not go into effect immediately. Families are contacted when changes are finalized and put into place.**

**Please contact the bus garage if your child will not be riding the bus in the morning or if the bus has not arrived by the assigned pick-up time.**

**Contacts:**

**South Garage 314-989-7562** \* contact for regular bus routes

**Central Garage 314-989-7165** \* contact for cabs, EMT etc.

## District Wellness

**Immunizations:** Students must comply with Missouri immunization laws which includes 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. Exemption cards must be obtained from your doctor or the Department of Health and provided before the first day of school. 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:
  - Parent/guardian completes the “Parental Authorization for Giving Medication” form.
  - If over the counter medication is needed at school, parents/guardians must provide school with a doctor’s order including dose and frequency, a parent permission form and a new, unopened bottle of medication.
  - Medicine should be brought to the school and given to the nurses, **Do Not Send With Students.**
  - 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 newest, 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 student 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
- 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

If your student exhibits any of the above symptoms at school, you will be notified to make arrangements to pick him/her up from school. Please ensure emergency contacts are accurate for this purpose.

**Students may not return to school until they are free from all symptoms for a 24-hour period.** (Note: If your student is sent home with an illness, we may 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 student 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 taken.

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.

### **District Wellness Program**

The Board recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive District wellness program. SSD will provide developmentally appropriate and sequential nutrition and physical education, as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence-based.

**Wellness Committee:** The District will establish a Wellness Committee that consists of at least one (1) parent, student, nurse, school food service representative, Board member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the Wellness Committee. The District's Health Services EPS and Executive Director of Special Education Schools will serve as the District Wellness Coordinators. Wellness coordinators, in consultation with the Wellness Committee, will be in charge of implementing and evaluating this policy. Meetings, records and votes of the Wellness Committee will adhere to the requirements of the Missouri Sunshine Law. The committee will meet as necessary, but at least four (4) times annually. Wellness program coordinators are responsible for ensuring that each school in the District is in compliance with this policy.

**Nutrition Guidelines:** It is the District’s policy that all foods and beverages made available on campus during the school day are consistent with the Missouri Eat Smart nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The District will create procedures regarding all foods available to students throughout the school day in the following areas:

- National School Lunch Program and School Breakfast Program meals.
- A la carte offerings in the food service program.
- Vending machines in all District schools.
- School stores, Classroom parties, celebrations, fundraisers, reinforcers, and school events.
- Snacks prepared or served in school programs.

**Nutrition Promotion and Education:** The District will provide nutrition education aligned with the Show-Me Standards and Missouri’s Frameworks for Curriculum Development in Health/Physical Education in all grades. In addition, the District will disseminate nutrition messages and other nutrition-related materials to students, staff and the community through a variety of media and methods. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition education and promotion.

**Physical Activity and Education:** The District will provide physical education and opportunities for physical activity aligned with the Show-Me-Standards and Missouri’s Frameworks for Curriculum Development in Health/Physical Education in all grades. The wellness program coordinators, in consultation with the Wellness Committee, will develop procedures to address physical education and physical activity.

**Other School-Based Activities:** The wellness program coordinators, in consultation with the Wellness Committee, are charged with developing procedures addressing additional school based activities to promote wellness.

**Evaluation:** The Wellness Committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the State and District’s educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementing and evaluating the District Wellness Policy and are charged with ensuring that schools meet the policy’s goals. Wellness program coordinators will report to the Board annually regarding the content and implementation of the wellness program and make recommendations for modifications to this policy as appropriate. The report will be made available to the public on the District’s website or by other appropriate means.



# Southview Family-School Compact

2024-25

## Our school agrees to

- Ensure that students get the help they need to be successful;
- Create partnerships with all families recognizing and honoring that they are the expert of their child
- Communicate with families in their preferred method and provide opportunities for two-way communication;
- Keep families informed of their student's academic progress;
- Provide ongoing support in utilizing instructional/curriculum strategies at home

## Family Pledge

### Our family agrees to:

- Communicate best method of contact to key school communicators;
- Openly communicate regarding student/family needs;
- Use instructional strategies/curriculum resources to support learning at home;
- Encourage learning at home independently or with each other;
- Monitor student progress and share successes/concerns with school.

## Student Pledge

### I agree to:

- Communicate what I need to be successful at school;
- Be curious about my progress and continue to learn;
- Spend some time every week learning/working on something I am struggling with;
- Learn at home when my teacher sends instructional strategies/curriculum home;
- Keep trying even when it is hard and ask for help when needed

### Southview Mission

The Southview Learning Community provides a safe learning environment in which all students are treated with dignity and respect. Through high quality research and data-based interventions we ensure individualized academic improvement and social/communication development for students age K-21 in order to attain successful post-school outcomes.

### Southview Vision

Southview School is committed to preparing citizens for their community.

Principal: Ms. Niki Tedoni

314-898-8903

Elementary Asst. Principal:

Ms. Jenna Heinlein

314-989-8905

Secondary Asst. Principal:

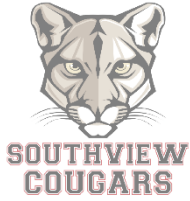
Ms. Erin Lynch

314-989-8907

Attendance Secretary: 314-989-8901

Website:

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



# Southview Family-School Compact

2024-25

## School Pledge

### Our school agrees to:

- Ensure that students get the help they need to be successful;
- Create partnerships with all families recognizing and honoring that they are the expert of their child;
- Communicate with families in their preferred method and provide opportunities for two-way communication;
- Keep families informed of their student's academic progress;
- Provide ongoing support in utilizing instructional/curriculum strategies at home.

## Family Pledge

### Our family agrees to:

- Communicate best method of contact to key school communicators;
- Openly communicate regarding student/family needs;
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- Encourage learning at home independently or with each other;
- Monitor student progress and share successes/concerns with school.

## Student Pledge

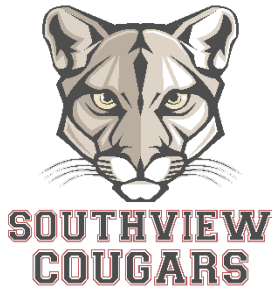
### I agree to:

- Communicate what I need to be successful at school;
- Be curious about my progress and continue to learn;
- Spend some time every week learning/working on something I am struggling with;
- Learn at home when my teacher sends instructional strategies/curriculum home;
- Keep trying even when it is hard and ask for help when needed.

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

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

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



Dear Families,

Southview School implements school-wide Positive Behavioral Interventions and Supports (PBIS). PBIS defines and encourages respect and responsibility throughout the curriculum. PBIS is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors.

Our school-wide motto is “R.O.A.R.” (Respect Others Accept Responsibility). Our school-wide positive behavior support plans assist us in establishing and maintaining a school climate where the social culture and behavioral supports reinforce an effective learning environment for all students. ROAR is a fun and easy way for our students to remember that we are all to be respectful and responsible.

Our school-wide expectations are:

- **Respect/Responsibility**
- **Cooperation**
- **Honesty**
- **Friendship**

These expectations are taught in each classroom and practiced throughout the entire school. All members of the Southview community participate in reinforcing these expectations and the teaching of appropriate social skills. Members of our school community include paraeducators, secretaries, administrators, social workers, nurses, guidance counselors, food service workers, custodians, bus drivers and aides, therapists and teachers. You, as parents and guardians, are integral members of the Southview community also! You can talk to your student about the school rules. Ask your student about the rules using words, gestures, pictures or communication devices. Reinforce the school rules in the home and during family activities to promote generalization of learning for your child. **Remember: Cougar’s ROAR!**



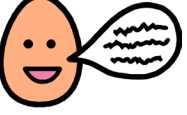
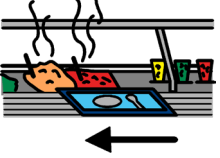



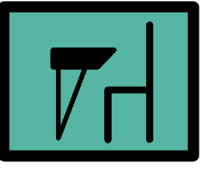


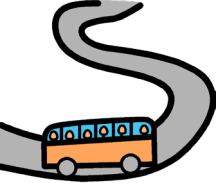
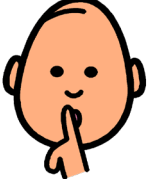
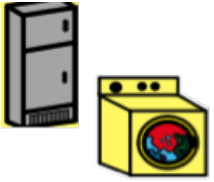
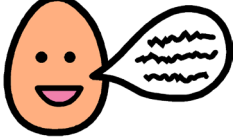



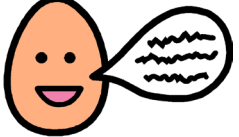


We also reinforce positive behavior with our Southview **PAW** incentive. Students can earn PAWs (red paper paws) for showing respect to others and accepting all types of responsibility. Students demonstrate this through eye gestures, head or body movements, through augmentative communication, greeting others appropriately, accepting redirection, completing tasks independently, showing empathy or going above



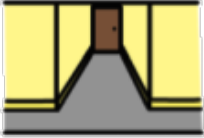


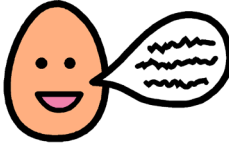


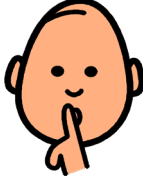
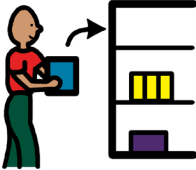




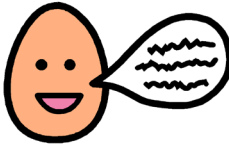





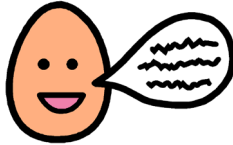
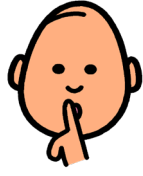



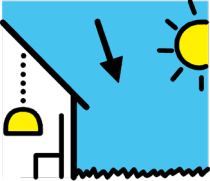

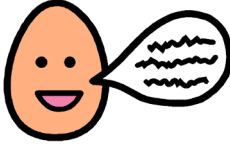

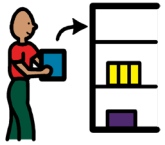
and beyond individual and school expectations. Students can earn multiple **PAWs** by being good citizens in our school community. Any staff member can give a student a PAW when they see them going above and beyond in the school or community. When PAWs are received, the students go to the library to accept a small reward and then place their PAW on the large, red PAW Bulletin Board for all to see. Every morning the PAW recipients from the previous day are recognized during morning announcements. By collecting PAWs, students earn their way into the clubs.


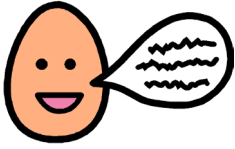


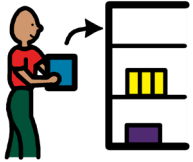
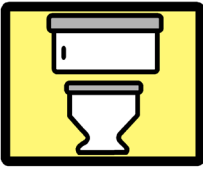



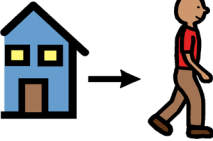



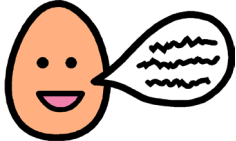
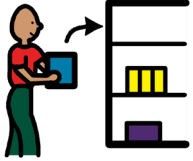
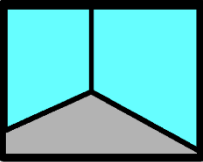




There are four clubs that students can advance through by earning PAWs. The first is the Cub Club; a student needs to earn 1-9 PAWs to become a member. Next is the Cougar Club; students need to earn 10-19 PAWs. The next level is the Super Cougar Club; students need to earn 20-29 PAWs to become a member. Finally, a student can become a Member of the Pack when they earn 30+ PAWs. Advancement through the club levels is done at the quarterly Award Rally.



	Expectation #1	Expectation #2	Expectation #3	Expectation #4
<p>Bus</p> 	<p>Safe hands and feet</p> 	<p>Stay in seat</p> 	<p>Use respectful words &amp; actions</p> 	<p>Follow directions</p> 
<p>Cafeteria</p> 	<p>Clean up</p> 	<p>Use table manners</p> 	<p>Follow directions</p> 	<p>Use respectful words &amp; actions</p> 
<p>Classroom</p> 	<p>Safe hands and feet</p> 	<p>Follow directions</p> 	<p>Use respectful words &amp; actions</p> 	<p>Do your best</p> 
<p>Community</p> 	<p>Report to assigned area</p> 	<p>Quiet voice</p> 	<p>Wait with your teacher</p> 	<p>Follow directions</p> 
<p>DLL</p> 	<p>Follow directions</p> 	<p>Don't touch stove oven</p> 	<p>Safe hands and feet</p> 	<p>Clean up</p> 
<p>Gym</p> 	<p>Follow directions</p> 	<p>Safe hands and feet</p> 	<p>Use respectful words &amp; actions</p> 	<p>Be a good sport</p> 

# Southview School ROAR Matrix

<p>Hallway</p> 	<p>Walk on right side of hallway</p> 	<p>Use respectful words &amp; actions</p> 	<p>Follow directions</p> 	<p>Safe hands and feet</p> 
<p>Library</p> 	<p>Quiet Voice</p> 	<p>Take care of materials</p> 	<p>Use respectful words &amp; actions</p> 	<p>Follow directions</p> 
<p>Motor Room</p> 	<p>Safe hands and feet</p> 	<p>Use respectful words &amp; actions</p> 	<p>Follow directions</p> 	<p>Take care of materials</p> 
<p>Nurse</p> 	<p>Quiet voice</p> 	<p>Knock once to get nurse's attention</p> 	<p>Be patient &amp; wait your turn</p> 	<p>Follow directions</p> 
<p>Office</p> 	<p>Quiet voice</p> 	<p>Wait at counter</p> 	<p>Be patient</p> 	<p>Safe hands and feet</p> 
<p>Outside</p> 	<p>Safe hands and feet</p> 	<p>Follow directions</p> 	<p>Use respectful words &amp; actions</p> 	<p>Take care of materials</p> 

<p>SLC</p> 	<p>Follow directions</p> 	<p>Safe hands and feet</p> 	<p>Quiet voice</p> 	<p>Take care of materials</p> 
<p>Restroom</p> 	<p>Go</p> 	<p>Flush</p> 	<p>Wash &amp; Dry hands</p> 	<p>Leave</p> 
<p>Sensory Room</p> 	<p>Safe hands and feet</p> 	<p>Quiet voice</p> 	<p>Follow directions</p> 	<p>Take care of materials</p> 
<p>Support Room</p> 	<p>Remove requested items</p> 	<p>Report to assigned area</p> 	<p>Safe hands and feet</p> 	<p>Do your best</p> 

# Braiding Character Education and Positive Behavioral Interventions and Supports



What is Character Education?

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

--Thomas Lickona, *Educating for Character*

## Core Ethical Values and Performance Values

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

These school-based strategies do not replace the important contribution that parenting practices make to performance character development; nor do they reduce the need for schools to reach out to families as partners in encouraging their children’s effort and learning. But these 10 practices, especially taken together, can help to shape a school and peer-group culture that maximizes the motivation to learn and achieve, even in students who might not bring such dispositions to the classroom.

At Southview we will focus on one character trait each quarter. Quarter 1- Respect and Responsibility, Quarter 2- Cooperation, Quarter 3- Honesty, Quarter 4-Friendship. These traits were selected via a student survey conducted by a group of Southview high school students. All Southview students had input based on their individual communication styles. Staff will use lesson plans that combine PBIS and Character Educations best practices.

## 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.

### **November 5:**

- November 5<sup>th</sup> will be an AMI day due to the presidential election
- Your student's classroom teacher will provide more specific details several weeks prior to election day

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

# **Procedural Safeguards Notice**

## **Part B of the Individuals with Disabilities Education Act (IDEA)**

**August 2009  
Missouri Department of  
Elementary and Secondary Education**

***Note: A Copy of the Procedural Safeguards Notice is Included in the Packet of Information that was mailed home to all Parents/Guardians, if for some reason you did not receive one please contact Southview School and we will be happy to send one home to you.***

## **STUDENT DISCIPLINE and CODE OF CONDUCT**

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

The District's Code of Conduct is detailed in Board Policies JG Student Discipline and JG-R Student Discipline Regulations found on pages (90-106).

All other board policies can be found on  
<http://www.boarddocs.com/mo/ssdmo/Board.nsf/Public>



## Discipline Referral Process

At Southview, 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 individuals with the necessary tools for both academic success and personal growth. We take the time to understand the unique needs of each student and approach their challenges with patience and appropriate support, aiming to enable every student to thrive.

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

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

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

Scenario	Response
Initial Problem	Classroom staff refers to BIP (if applicable) and redirects student to the expected behavior.
Continued Problem	Classroom staff implements a behavior management technique within or near the classroom, including but not limited to offering the student a break or strategy.
Problem is not resolved after first trying to solve the issue within or near the classroom.	Classroom staff may direct the student to the support room. *Note: If the initial problem includes a behavior that is dangerous or unsafe in nature, the use of the support room may be the first response.

<p>Problem is not resolved, student escalates, or student refuses to utilize the support room.</p>	<p>Classroom staff may call for support and/or a room clear may be utilized.  Once in support room 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 student to regulate and return to class as soon as safety and resolution allows.  Resolution may include a restorative conversation with all parties involved and may or may not include family members.</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.  Teacher will contact family.</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.  Administrator will contact family.</p>
<p>Note*: If the initial problem was a Safe School Violation the student should be immediately directed to the support room and an administrator should be called.</p>	<p>May include long-term administrative supported, out-of-school exclusionary and referral responses such as a long-term suspension or expulsion.</p>

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 consider 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, take 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 considering 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.

## REFERENCES

- Missouri Child Abuse and Neglect Hotline Numbers
- Mo Healthnet for Kids
- Trauma-Informed Schools Initiative
- School and Classroom Observations
- Parents Right to Know Letter
- DESE ESSA Complaint Procedure
- Educational Rights of Homeless Children

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

*Toll-free Phone Line*

*1-800-392-3738*

*Hearing and Speech*

*1-800-735-2466 Voice*

*1-800-735-2966 Text*

### **MO HealthNet for Kids**

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

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

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

*Visit your local **Family Support Division** office*

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

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

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

## **School and Classroom Observations (Stakeholders Other than Parents)**

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

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

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

### **Guidelines:**

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

12. The frequency of tours or observations by an individual will be determined with the school administrator in advance. The principal has final discretion about the number of observations or tours.

13. All stakeholders will complete an observation agreement prior to the observation and provide it to the school administrator prior to the observation.

14. All stakeholders touring or observing will follow SSD Board policies.

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

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

# School Observations by Parents

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

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

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

## **Guidelines:**

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

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

10. Stakeholders taking tours or completing observations will refrain from initiating interactions with students or staff.

12. The frequency of tours or observations by an individual will be determined with the principal in advance. An individual may observe one time per academic quarter. Variation from this is to be requested of the principal. The principal has final discretion about the number of observations or tours.

13. All parents will complete an observation agreement prior to the observation and provide it to the school administrator prior to the observation or tour.

14. All parents observing will follow SSD Board policies.



Dear Parent or Guardian,

Our district is required to inform you of information that you, according to 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.  
Deputy Superintendent  
Special School District

**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>.

<b>Missouri Department of Elementary and Secondary Education</b> <b>Complaint Procedures for ESSA Programs</b> <b>Table of Contents</b>	
<b>General Information</b>	
<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>	
<b>Complaints filed with LEA</b> <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>	<b>Complaints filed with the Department</b> <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>
<b>Appeals</b>	
<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. 8304(a)(3)(C)

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

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

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

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

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

## **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 65102-048

## SELECT BOARD POLICIES

- Board Policy AC Nondiscrimination
- Board Policy AC-R Nondiscrimination
- Board Policy ACA Prohibition on Sexual Harassment under Title IX
- Board Policy KL Complaint Procedures
- Board Policy KL-R Complaint Procedures Regulation
- Board Policy IGA Basic Instructional Programs
- Board Policy IGBC Parent Family Involvement
- Board Policy JFCF Bullying
- Board Policy JG Student Discipline
- Board Policy JG-R Student Discipline Regulations
- Board Policy JGGA- Behavior Intervention
- Board Policy JGGA-R- Behavior Intervention Strategies

All other board policies can be found on  
<http://www.boarddocs.com/mo/ssdmo/Board.nsf/Public>

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

***Notice of Nondiscrimination***

General Rule

The Special School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities, and facilities. In accordance with law, the District strictly prohibits discrimination and harassment against employees, students, or others on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, veteran status, age, genetic information, or any other characteristic protected by law in its programs, activities or in employment. Special School District is an equal opportunity employer.

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

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

As used in this policy, "discrimination, harassment, or retaliation" has the same meaning as "illegal discrimination, harassment, or retaliation" and is limited to acts prohibited by law. All employees, students, and visitors must immediately report to the District for investigation any incident or behavior that could constitute discrimination, harassment, or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any District employee to any person employed by the District, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services (DSS) in accordance with state law. In accordance with this policy and as allowed by law, the District will investigate and address discrimination, harassment, and retaliation that negatively impacts the school environment, including instances that occur off District property or are unrelated to the District's activities.

## Sexual Harassment Reporting and District Response

Sexual harassment is prohibited under this policy and policy ACA, but policy ACA applies only to a narrower category of sexual harassment under Title IX, as defined in the federal regulations. All sexual harassment reports must be made to the Title IX coordinator identified in policy ACA and evaluated for policy ACA applicability. If a sexual harassment report is made to any other District employee, the report must be promptly referred to the Title IX coordinator for intake. Incidents of alleged sexual harassment that are not investigated under policy ACA may be referred for processing under this policy.

## Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment, or retaliation might still be unacceptable for the workplace or the educational environment. The District encourages students, employees, and the public to report such behavior so that it can be promptly addressed, but the grievance process in this policy is reserved for allegations of illegal discrimination, harassment, and retaliation.

## Student-on-Student Harassment

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

When a complaint is filed, the investigation and complaint process detailed in AC-R will be used.

## Boy Scouts of America Equal Access Act

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

## School Nutrition Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs (including the District), are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal, or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program, and the Summer Food Service Program.



Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the district's compliance officer using the process outlined in policy EF.

## Individuals with Disabilities

The District will identify, evaluate, and provide free, appropriate education to all students with disabilities, in accordance with law. Anyone who knows or believes that a child may have a disability regardless of whether the child is currently enrolled in the Special School District - is encouraged to contact the District's compliance officer listed below.

Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service, or activity should contact the District's compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event.

## Consequences and Remedies

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

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

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

## Public Notice

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

## Reporting

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

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

## Confidentiality and Records

To the extent permitted by law and in accordance with Board policy, the District will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal, or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The District will disclose information to the District's attorney, law enforcement, the CD, and others when necessary to enforce this policy or when required by law. In implementing this policy, the District will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The District will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and as advised by the District's attorney

## Investigation

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

## Training

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

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

Adopted: September 10, 1985

Revised: January 25, 2022  
January 26, 2021 May  
26, 2020  
November 15, 2016  
May 8, 2012  
April 13, 2010  
September 24, 2002  
July 11, 2000  
March 14, 1995

Cross Refs: BCC, Appointed Board Officials  
ECG, Animals on District Property EFB, Free and  
Reduced-Price Meals EHB, Technology Usage  
GBAC, Staffing with and Employing Retirees GBCB, Staff  
Conduct  
GBCC, Staff Use of Communication Devices GBH,  
Staff/Student Relations  
GBL, Personnel Records GBLB,  
References  
GCBA, Professional Staff Compensation GCD,  
Professional Staff Hiring  
GCPD, Administrative Leave and Suspension of Professional Staff Members GCPE,  
Termination of Professional Staff Members  
GCPF, Renewal of Professional Staff Members GDBA,  
Support Staff Compensation  
GDC, Support Staff Recruiting and Hiring  
GDPD, Placement on Administrative Leave and Suspension of Support Staff Members  
GDPE, Nonrenewal and Termination of Support Staff Members IGAEB,  
Teaching about Human Sexuality  
IGBCB, Programs for Migratory Students IGBH,  
Programs for English Learners IGCD, Virtual Courses  
IGD, District-Sponsored Extracurricular Activities and Groups IICC, School  
Volunteers  
INC, Speakers at District Events IND, Ceremonies  
and Observances  
JFCF, Bullying JFCG, Hazing  
JG, Student Discipline  
JHCF, Student Allergy Prevention and Response  
JHG, Reporting and Investigating Child Abuse/Neglect KG,  
Community Use of District Facilities  
KK, Visitors to District Property/Events KL, Public  
Concerns and Complaints  
KLA, Concerns and Complaints Regarding Federal Programs

Legal Refs.: §§ 105.255, 160.261, 162.068, 213.010-.137, 290.400-.450, RSMo.

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

## **Policy AC-R**

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

Discrimination, harassment, or retaliation against employees, students, or others on the basis of race, color, religion, sex, national origin, sexual orientation or perceived sexual orientation, ancestry, disability, veteran status, age, genetic information, or any other characteristic protected by law is strictly prohibited in accordance with applicable law. Illegal retaliation is prohibited, as well. The following are the definitions of and procedures for reporting, investigation, and resolution of complaints of illegal discrimination, harassment, and retaliation.

#### Definitions

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

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

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

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

Discrimination -

- Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons.
- In violation of law based on race, color, religion, sex, national origin, sexual orientation or perceived sexual orientation, ancestry, disability, veteran status, age, genetic information, or any other characteristic protected by law, or based on a belief that such a characteristic exists.

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

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

- Graffiti.
- Display of written material or pictures. ● Name calling, teasing, or taunting.
- Insults.
- Derogatory remarks or slurs.
- Jokes.
- Gestures.
- Threatening, intimidating, or hostile acts.
- Physical acts of aggression, assault, or violence.
- Theft.
- Damage to property.
- Threatening, intimidating, derogatory, or hostile email, text, or social media posting.

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

Benefits or decisions are implicitly or explicitly conditioned upon submission to or punishment is applied for refusing to comply with unwelcome sexual advances, requests for sexual favors, or conduct of a sexual nature.

- The school or work environment becomes permeated with intimidation, ridicule, or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the District's programs and activities or the conditions of employment.

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

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

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

- Gender-based harassment and acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving the conduct of a sexual nature.

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

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

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

### Reporting

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

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

### Interim Measures

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

complaints, and initiating follow-up contact with the complainant to determine if any additional acts of illegal discrimination, harassment, or retaliation have occurred.

#### Compliance Officers

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

##### Student Issues:

Susan Henry, Compliance Liaison Director  
Special School District of St. Louis County  
121 10 Clayton Road  
Town and Country, Missouri 63131  
Phone: (314) 989-8143  
Email: [srhenry@ssdmo.org](mailto:srhenry@ssdmo.org)

##### Employee Issues:

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

##### Visitor Issues:

John Mueller, Safety and Security Director  
Special School District of St. Louis County  
12110 Clayton Road  
Town and Country, Missouri 63131  
Phone: (314) 989-8100  
E-mail: [jpmueller@ssdmo.org](mailto:jpmueller@ssdmo.org)

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

Dr. Michael Maclin, Superintendent  
Special School District of St. Louis County  
12110 Town and Country, Missouri 63131  
Phone: (314) 989-8281  
Fax: (314) 989-8440



The compliance officer will:

- Coordinate District compliance with this policy and the law.
- Receive all complaints regarding illegal discrimination, harassment, and retaliation in the District.
- Serve as the District's designated Title IX, Section 504, and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.
- Investigate or assign persons to investigate complaints, monitor the status of complaints to ensure that additional illegal discrimination, harassment, and retaliation do not occur. and recommend consequences.
- Review evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
- Determine whether District employees with knowledge of illegal discrimination, harassment, or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.
- Oversee illegal discrimination, harassment, or retaliation complaints, including identifying and addressing any patterns or systemic problems, and reporting such problems and patterns to the superintendent or the Board.
- Seek legal advice when necessary to enforce this policy.
- Make recommendations regarding changing this policy or the implementation of this policy. ● Institute and coordinate training programs for District staff and supervisors as necessary to meet this policy's goals, including instruction in recognizing behavior that constitutes illegal discrimination, harassment, and retaliation.
- Perform other duties as assigned by the superintendent.

#### General Provisions

1. Students, employees, and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so.
2. All persons must report incidents that might constitute discrimination, harassment, or retaliation directly to the compliance officer. All District employees will instruct all persons seeking to make a complaint to communicate directly with the compliance officer. Even if the potential suspected victim of illegal discrimination, harassment, or retaliation does not file a complaint, District employees are required to report to the compliance officer any observations, rumors, or other information regarding actions prohibited by the policy. If a verbal complaint is made, the person will be asked to submit a written complaint to the compliance officer. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A complaint is not needed for the District to take action upon finding a violation of law, District policy, or District expectations. Even if a complaint is not directly filed, if the compliance officer otherwise learns about possible illegal discrimination, harassment, or retaliation, including violence, the District may conduct a prompt, impartial, adequate, reliable, and thorough

investigation to determine whether unlawful conduct occurred and may implement appropriate interim measures, if necessary.

3. This complaint procedure exists to provide formal resolution of complaints that Policy AC has been violated. It does not prohibit the informal resolution of any complaint. In addition to keeping the superintendent informed of likely violations of Policy AC throughout the district, the compliance officer should also confidentially contact putative victims of likely violations of Policy AC to investigate, further explain Policy AC if necessary, and make sure the putative victim is aware of the complaint procedure. Actions involving employees or students implemented as remedial action for a violation of policy AC are not exempt from such constitutional due process requirements as apply case-by-case, to such an individual and/ or the nature of the action taken. However, this regulation is not meant to provide any additional substantive or procedural rights to employees or students who must be involved in remedial actions.
4. All documents, communications, and records pertaining to this complaint procedure will be kept separate from personnel records of employees.
5. The District will not be relieved of its responsibility to respond to a complaint filed under this complaint procedure by the fact that an outside enforcing agency has received a complaint arising from the same circumstances.
6. Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.
7. To the extent permitted by law, the District may investigate complaints, even if an outside enforcing agency such as the Office for Civil Rights, law enforcement, or the CD is also investigating a complaint arising from the same circumstances.
8. The District will only share information regarding an individually identifiable student or employee with the person filing the complaint or other persons if allowed by law and in accordance with Board policy.
9. Upon receiving a complaint, the District may implement interim measures as described in this policy if necessary to prevent further potential illegal discrimination, harassment, or retaliation during the pending investigation.
10. The District will investigate all complaints. All persons are required to cooperate fully in the investigation. The compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation. In determining whether alleged conduct constitutes illegal discrimination, harassment, or retaliation, the District will consider the circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred, and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and circumstances.
11. If, after investigation, school officials determine that it is more likely than not that illegal discrimination, harassment, retaliation, or other prohibited behavior has occurred, the District will take immediate corrective action. The District will take prompt, effective, and appropriate action to address the behavior, prevent its recurrence and remedy its effects.
12. Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors, or others who violate this policy may be prohibited from school grounds, District property, or otherwise restricted while

on school grounds/District property. The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

## Complaint Procedure

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

- Gather the facts.
- Draw conclusions on whether they constitute a violation of Policy AC based on the appropriate, legal standards.

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

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

## Student-on-Student Harassment

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

Administrators will report all incidents of illegal discrimination, harassment, and retaliation to the compliance officer and will direct the parent/guardian and student to the compliance officer who may determine that the incident has been appropriately addressed or recommend additional

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

### Confidentiality and Records

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

### Training

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

### Public Notice

The superintendent or designee will continuously publicize the District's policy prohibiting illegal discrimination, harassment, and retaliation and disseminate information on how to report the same. A copy of this policy will be made available online to the public, employees, families, and students. The District will provide information in alternative formats when necessary to accommodate persons with disabilities.

Adopted: July 11, 2000  
Revised: February 22, 2022  
May 26, 2020  
December 13, 2016  
June 26, 2012  
August 10, 2010

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

## Board Policy ACA

### 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.

In 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](mailto: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>

## TECHNOLOGY USAGE

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

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

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

### *Inventory and Disposal*

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

Adopted: June 9, 2009  
May 25, 2022

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

### Cross Refs:

AC, Prohibition against Discrimination, Harassment and Retaliation DID,  
Inventory Management  
DN, Surplus Property  
GBCC, Staff Use of Communication Devices  
GBH, Staff/Student Relations  
IGAEB, Teaching about Human Sexuality IGDB,  
Student Publications  
IGDBA, Distribution of Noncurricular /Unofficial Student Publications  
JFCF, Bullying  
JFCG, Hazing  
JG--R, Student Discipline JO,  
Student Records  
KB, Public Information Program

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

Chapter 109, RSMo.

Chapter 573, RSMo

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

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

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

Children's Internet Protection Act, 47 U.S.C. §

254(h) 47 C.F.R. § 54.520

Federal Rule of Civil Procedure 34

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

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

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

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

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

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

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

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

2005) *Henerey v. City of St. Charles Sch. Dist.*, 200 F.3d 1128 (8th Cir.

1999) *Bystrom v. Fridley High Sch. Ind. Sch. Dist.*, 822 F.2d 747 (8th Cir.  
1987)

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

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

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

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

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



## TECHNOLOGY USAGE

### Access to Blocked or Filtered Content

This procedure allows employees acting on their own behalf or on the behalf of students to request that the District review or adjust the content filter to allow access to a website or specific internet content. Any student requests for access to specific content must be made to their teacher, who then submits a request on behalf of the student if they deem the request is necessary and appropriate.

#### Unblocking Content

District technology users who believe that a website or web content has been inappropriately blocked by the District's content filter must use the following process to request access to the blocked internet content:

1. Users must submit a request, by e-mail or by submitting a ticket in the ticketing system, to the superintendent or designee for access. The request should include reasoning in support of the request.
2. Requests will be acted on within ten business days of the superintendent or designee receiving the request. The superintendent or designee will unblock access to the content unless there is an articulated and legal reason not to do so. The superintendent or designee may consult the District's attorney prior to making a decision. The user requesting access will be notified of the decision.
3. If access is denied, the user may request to be put on the agenda for the next Board meeting to discuss the issue. The Board has the discretion to grant or deny the agenda request. The requested material will remain blocked until the Board makes a decision if any.

#### Disabling Content Filters

The superintendent or designee may fully or partially disable the District's content filter to enable access for an employee who is authorized to use District internet resources to access content for bona fide research or other lawful purposes. Employee users must use the following process to request that a content filter be disabled:

1. Employee users must submit a request, by e-mail or by submitting a ticket in the ticketing system, to the superintendent or designee to have the content filter disabled. The request should include reasoning in support of the request.
2. Requests will be acted on within ten business days of the superintendent or designee receiving the request. The filter will be disabled only if the superintendent or designee determines that it will serve a legitimate educational purpose or otherwise benefit the district. The adult user will be notified of the decision.
3. If the request is denied, the employee user may request to be put on the agenda for the next Board meeting to discuss the issue. The Board has the discretion to grant or deny

the agenda request. The requested material will remain blocked until the Board makes a decision if any.

Special School District of St. Louis County

Regulation: EHB-RI  
Page: 2 of 2

Date Implemented by the Superintendent: March 13, 2018  
Date Revised by the Superintendent: May 25, 2022

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Superintendent of Schools

## TECHNOLOGY USAGE *Technology Safety*

### *Definitions*

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

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

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

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

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

### *Technology Administration*

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

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

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

All District technology resources are considered District property.

#### *Authorized Users*

District technology resources may be used by authorized:

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

#### *Conditions and Rules of Use*

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

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

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

## **Prohibitions**

*The following are prohibited:*

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

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

### *Student Users*

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

### *Employee Users*

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

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

#### *Board Member Users*

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

#### *External Users*

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

#### *Technology Security and Unauthorized Access*

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

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

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

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

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

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

#### *Online Safety, Security, and Confidentiality*

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

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

*All users are prohibited from using District technology to:*



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

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

A. Student Users

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

B. Employee Users

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

*Closed Forum*

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

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

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

#### *Records Retention*

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

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

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

#### *Violations of Technology Usage Policies and Procedures*

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

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

#### *No Warranty/No Endorsement*

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

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

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

### *Electronic Mail and Messaging*

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

The following actions are prohibited:

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

### *Communication Devices*

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

### *Damages*

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

### *Exceptions*

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

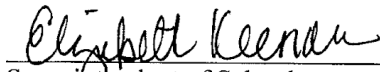
### *Waiver*

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

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

Date implemented by the Superintendent: March 13, 2018

Revised by the Superintendent: March 25, 2022



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

**PUBLIC CONCERNS AND COMPLAINTS**

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

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

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

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

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

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

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

Records will be released upon request when required

by law. Adopted: June 23, 1971

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

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

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

## **PUBLIC CONCERNS AND COMPLAINTS Policy KL-R**

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

- Discrimination, Harassment, and Retaliation - Policy AC
- Staff Complaints and Grievances - Policy GBM
- Student Suspension and Expulsion-Policy JGD
- Student Complaints and Grievances - Policy JFH
- 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.

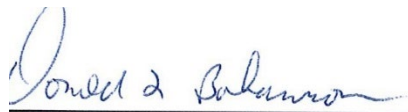
10. The Board will consult with the appropriate District staff and may require a parent/guardian, patron or student to meet with or discuss an issue with District staff prior to making a decision in the matter.
11. The Superintendent or designee is authorized to immediately make changes to bring the 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:

Date Revised by Superintendent:

November 16, 2011

October 23, 2018



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Superintendent of Schools



### Basic Instructional Programs

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

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

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

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

Adopted: March 13, 2001

January 14, 2003

Revised: August 25, 2009

February 23, 2016

Cross Refs: AD, School District Mission

Legal Refs: §§ 161.102, 167.268, 168.171, 170.011, .015, .041 RSMo.

Mo. Const. Art. 1, §§ 5 -7

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

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

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

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

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

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

in improving the academic quality of all schools. Areas to be identified and addressed during the evaluation include:

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

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

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

Adopted: April 9, 1996

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

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

Legal Refs: § 167.700, RSMo

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

Every Student Succeeds Act of 2015, as amended through PL114-95

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

**BULLYING**

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

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

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

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

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

Adopted: June 20, 2007  
Revised: October 27, 2015  
February 28, 2017

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

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

## **Policy JG: STUDENT DISCIPLINE**

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

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

### **Application**

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

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

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

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

### **Enforcement**

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

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

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

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

Adopted: February 10, 1986

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

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

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

## **STUDENT DISCIPLINE**

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

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

### **Reporting to Law Enforcement**

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

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

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

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

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

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any District activity or being on or near District property or the location of any District activity for any reason unless permission is granted by the Superintendent or designee. When appropriate, the District may prohibit students from participating in activities or restrict a student's access to SSI) 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.
Subsequent Offense	No credit for the work, detention, in-school suspension, grade reduction, community service, course failure, or removal from extracurricular activities.

#### Arson

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

First Offense	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:**

1. Intimidation, unwanted aggressive behavior, or harassment.
2. That is repetitive or is substantially likely to be repeated and causes a student to fear for their physical or personal safety or property.
3. That substantially interferes with the educational performance, opportunities, or benefits of any student without exception.
4. That substantially disrupts the orderly operation of the school and is characterized by a real or perceived imbalance of physical or social power between the perpetrator and the target.

**Bullying may consist of:**

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

**Cyberbullying**

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

**Cyber Threats**

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

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

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

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

## Dishonesty

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

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

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

Verbal, written, pictorial or symbolic language, clothing or gesture that is directed at any person that is in violation of District policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

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

Drugs/Alcohol (see Board Policies JFCH and JHCD)

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

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

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

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

3. Sale, purchase, or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalant, counterfeit drug, imitation controlled substances or drug-related paraphernalia, including controlled substances and

illegal drugs defined as substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act.

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

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

**Extortion**

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

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

**Failure to Care for or Return District Property**

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

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

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

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

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

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

False Alarms (see also Threats or Verbal Assault")

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

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

Fighting (see also "Assault")

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

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

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)

- I. 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, groping etc.

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.

#### Safely 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

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

## 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	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.

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 an 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, inschool 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, 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 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

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.

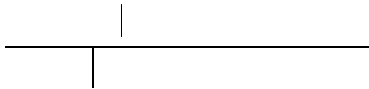
3. Possession or use of ammunition or a component of a weapon.

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



## BEHAVIOR INTERVENTION STRATEGIES

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

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

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

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

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

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

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

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

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

The following are prohibited:

- a. Prone restraint,
- b. Chemical restraint, and

- c. Aversive interventions.

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

As soon as possible after the resolution of the crisis:

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

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

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

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

Revised: May 25, 2017  
April 26, 2022

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

## BEHAVIOR INTERVENTION STRATEGIES

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

This regulation is divided into the following sections:

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

### Levels of Training

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

1. Level I 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 I training, plus the following:
  - a. Disability specific information and how a student with specific diagnosis processes interventions differently,
  - b. De-escalation practices and those included in District-recognized crisis intervention systems,
  - c. Appropriate use of physical restraint, through SSD-recognized crisis intervention programs,
  - d. Professionally accepted practices in physical management and use of restraints,

- e. Instruction on methods to explain the use of restraint to the student who is to be restrained and to the individual student's family,
  - f. Instruction on how to write and/or collect data for a functional assessment,
  - g. Instruction on how to write and/or implement a behavior intervention plan,
  - h. Appropriate use of seclusion, and
  - i. Information on the policy, incident report, documentation, and notification procedure.
3. Training for substitutes and for non-instructional school personnel will be provided as appropriate for each position.

## Definitions

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

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

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

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

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

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

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



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

Individualized Education Program (IEP) — A student's individualized education program as defined by the Individuals with Disabilities Education Act (IDEA).

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

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

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

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

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

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

### Continuum of Interventions

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

The continuum of interventions includes the following:

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

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

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

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

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

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

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

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

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

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

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

Physical Interventions are to be used only

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

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

Physical interventions will be:

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

Physical interventions will not:

- a. Place a student in any position that puts pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat,
- b. Include a prone restraint,
- c. Obstruct views of the student's face,
- d. Obstruct the student's respiratory airway, impair the student's breathing or respiratory capacity, or restrict the movement required for normal breathing to cause positional or postural asphyxia,
- e. Place pressure or weight on, or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen, or genitals,
- f. Obstruct the student's circulation of blood,
- g. Involve pushing on or into the student's mouth, nose, eyes, or any part of the face, or

involves covering the face or body with anything including, but not limited to, soft objects such as pillows, blankets, or washcloths,

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

### Types of Restraint

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

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

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

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

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

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

Mechanical restraints will not:

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

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

#### Seclusion and Secure Observation Room

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

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

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

## Debriefing and Communication

- I. 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 docs 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, RSM0. Date Issued by Superintendent: 5/13/2011  
Date Revised by Superintendent: 6/13/2017  
4/26/2022

  
Superintendent of Schools



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

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

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

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

Adopted: January 9, 2018

Revised: February 28, 2023

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

Legal Refs.: §§170.048. RSMo

## STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

### Definitions

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

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

**Suicidal Ideation Thoughts and ideas about committing suicide.**

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

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

### Risk Factors for Suicide

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

- Family history of suicide;
- Family history of child maltreatment;
- Previous suicide attempt(s);
- History of mental disorders, particularly clinical depression;
- History of alcohol and substance abuse;
- Feelings of hopelessness;
- Impulsive or aggressive tendencies;
- Cultural and religious beliefs (e.g., belief that suicide is a noble resolution of a personal dilemma)
- Local epidemics of suicide;
- Isolation, a sense 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