

**SPECIAL SCHOOL DISTRICT
ACKERMAN SCHOOL**



**STUDENT AND FAMILY HANDBOOK
2024-2025**

Notice of Non-Discrimination and Accommodation

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

ACKERMAN SCHOOL

Mission, Vision and Core Values

Mission

Ackerman School provides a safe and supportive student-centered environment where children of diverse abilities can reach their full potential through high expectations, differentiated instruction, and therapeutic services.

Vision

Ackerman School provides innovative educational opportunities so students can acquire the academic and life skills necessary to contribute productively to our school and community.

Core Values

In order to fulfill our mission and vision to the Ackerman community, we:

- *Model* empathy, patience, respect, and self-control
- *Communicate* in a positive, honest and professional manner
- *Collaborate* to ensure consistency and flexibility in our actions

ACKERMAN SCHOOL
Special School District of St. Louis County
1550 Derhake Road
Florissant, Missouri 63033
314.989.7200

School Hours: 8:45am - 3:30pm (Students begin arriving at 8:45am)

Office Hours: 7:00am - 4:30pm

School Closures: Please refer to the enclosed school calendar

Administration:

Lisa Leonard-Sneed, Principal
lleonard@ssdmo.org

Jody Romeo, Assistant Principal
jmromeo@ssdmo.org

Helpful Phone Numbers:

Ackerman School Office 314.989.7200

Fax 314.989.7225

Health Office

Angela Copeland 314.989.7213

Christine Nash 314.989.7206

Social Work

Karen Coleman 314.989.7204

Abmer McCurry 314.989.7254

Michelle Flynn 314.989.7260

Nicholas Heller 314.989.7216

Willow Wakeley-Smith 314.989.7211

Transportation

North Garage 314.989.7750

Student Records 314.989.8100

ACADEMIC AND BEHAVIORAL SUPPORTS

Ackerman School is committed to providing a high quality, rigorous education to all students grounded in the Missouri Learning Standards and supported by students' individual learning needs. All students receive instruction guided by the District's curricula in English Language Arts, Mathematics, Social Studies, and Science. In addition, all students participate in elective classes including art, music, physical education, and instructional technology.

Our school is committed to using a continuous improvement model to improve student achievement in the all academic and emotional areas. Staff and students work together using Classroom Learning Systems to set goals, analyze data, and increase student engagement, and ensure students have a voice in their learning. We use Teacher-Student Partnerships to engage families in the learning process through classroom and school events and by encouraging families to discuss student academic success with their children.

Muti-Tiered Systems of Supports, Restorative Practices, Equity and Family Engagement are a vital part of our school culture. We expect students to behave positively and recognize their accomplishments using the Positively Awesome Well-Behaved Students (P.A.W.S.) Program. It is our goal to recognize students for positive and pro-social choices and monthly at our school-wide Recognition Assemblies. In addition, as students earn PAWS, they earn rewards at each milestone. As we acknowledge positive behavior, we are also encouraging our students to collaborate with students who have different strengths and needs than their own through our Buddy Classroom Program. With this program, classrooms are assigned to work together to collaborate on service learning and celebrations.

It is our goal to continue to increase family engagement and to improve communication between the school and families. It is important to keep contact information up to date with the school. If you have changes in phone numbers, mailing address, or email address, please contact the school. We encourage families to participate and volunteer in our school. Please contact your child's teacher about ways to participate.

REGISTRATION IN PARTNER DISTRICTS

Students are required to be registered in their district of residence. Ackerman School serves the students of Ferguson-Florissant, Hazelwood, Riverview Gardens and Jennings School Districts. In order to avoid a disruption in attendance, if a student moves to a new district, the student must be registered in a timely manner. If the student moves to a district that is in Ackerman's attendance area, there should be no disruption in services. If the student resides outside of our attendance area, he or she

should be enrolled in the new district and attend the school that serves their attendance area.

TRANSPORTATION

The Board of Education, in accordance with state law, provides free transportation for eligible students attending the Special School District schools and classes. The needs for individual student accommodations are determined through the IEP process. Transportation is arranged through the school. **It generally takes 10 working days to set up or make changes to transportation.** Please do not contact the garage if you need to make a change in your child's transportation; instead, contact the school's main office at 314.989.7200 if changes are needed.

You can help ensure that transportation runs smoothly for students by doing the following:

- Please have your child ready for pick-up *ten minutes* prior to the scheduled pick-up time. Please contact the bus garage if the bus has not arrived and it is more than 15 minutes past the scheduled pick up time.
- Please assist your child on and off the bus when necessary. The transportation provider will not leave the bus to come to the door of the home.
- Please be at the designated stop to receive your child. Students will not be permitted to leave the bus at a point other than the designated stop.
- Please ensure that you have made arrangements for someone to receive your child. If there is no one home to meet the bus, the transportation provider will deliver the child to the local police department.
- Please notify your child's school as soon as possible if you will be moving. It will take time to change transportation.
- Please ensure the school has current phone numbers for parents and emergency contacts.
- Pick-up and drop-off locations, if different than the home address, must be within the local home district of attendance.

Please be advised that:

- You should be notified of any changes in pick-up time at least one day prior to the effective date of the change.
- You will be notified of any change in drop-off time of more than 15 minutes.
- Buses operate on a routing schedule that does not allow for temporary changes in pick-up or drop-off locations.
- Buses, which arrive on schedule, are not required to wait if the child is not at the stop.
- Buses will not return for students who have missed the bus.
- Buses that arrive within the 15 minute window, will wait approximately 2 minutes for students to come to the bus.
- Students must be picked up and dropped off at the same address **every day**; morning and afternoon addresses may be different, but are to be consistent each day.

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

Students should not arrive to school before 8:45am and need to be picked up at 3:30pm. Students should not arrive early or stay after school. If you drop your child off earlier than 8:45am, you will be asked to sit with them until a staff member is available. If you are picking up your child, you must be here at 3:30pm. If we have not heard from you by 4:00pm regarding picking up your child, Children's Division and the local police will be contacted.

FAMILY SUPPORT

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

- **IEP Participation:** One of the most important activities concerning your child is the Individualized Education Plan (IEP) process. The IEP is the written document that describes your child's education program that is developed annually during an IEP meeting. This is the time to share your ideas and your concerns about your child's education.
- **Partners for Student Success Handout (see attachment)**
- **School Hours:** Our school hours are 8:45am-3:30pm. Professional development activities take place before school. Please drop your child off no earlier than 8:45am.
- **Communication:** Communication is the key to student success. It is important to communicate regularly with your child's classroom staff. Please keep us informed of changes in address and phone numbers. Your child's teacher will provide you with his/her contact information. In addition, families will be asked to provide their preferred contact method to help with communication. Please contact building administrators if you need additional support/information/resources.
- **Social Work Services:** Social work services are provided as outlined by the student's IEP. Crisis intervention is available for children and their families. Our social workers are able to coordinate the efforts of all agencies involved with a student. They also coordinate care-team meetings. Please notify your child's social worker of changes with outside providers or extenuating circumstances within the home. Please sign releases when needed for exchange of information.
- **Food Service:** Breakfast and lunch are available for free to students. If you send food for a school activity, please make sure it is store-bought due to health regulations. Please keep the school nurse/classroom teacher informed if your child has any food restrictions or allergies.

- **Family and Community Resource Center:** Special School District has established a resource center for parents and community members at the district's central office. The center contains books, videos, newsletters, etc. on every disability and disability-related area. Please contact them at 314.989.8108 or 314.989.8438 for more information.
- **Student Progress:** Student progress is documented through instructional data and is collected at pre-determined intervals. Progress reports are sent home on a quarterly basis. Please sign and return all paperwork that requires a parent/guardian signature.
- **School Dress:** Students should be appropriately dressed to attend school. Insignia and slogans on clothing that are offensive, gang related or profane are not permitted. Clothing advertising illegal controlled substances or alcohol products is not to be worn. Clothing that shows excessive skin such as halters, off the shoulder tops, low necklines, bare midriffs, short skirts, muscle shirts, transparent/net garments are not to be worn. Pants that sag below the waist may not be worn. Bandanas are not allowed during the school day. Additionally, clothing should be appropriate for the weather. Please write the student's name on lunch boxes, book bags and clothing for easy identification.
- **Pets:** Only pets associated with approved agencies can visit school. Please keep all family pets at home.
- **Visitor/Observation Procedures:** Parents/guardians are always welcome at Ackerman School. Please call 48 hours in advance to schedule an appointment for classroom observations. Sign in at the office upon arrival. Complete an observation/confidentiality form. Put on a visitor badge. Limit your observation to one instructional period. To maximize instructional time, please be careful not to talk with your child, the staff or other children during your observation.
- **Safety/Security:** It is very important for security reasons that you come to the office when dropping off or picking up your child. Please sign your child in and out at the office and ensure that your child is in a staff person's custody before leaving. SSD has purchased a visitor management system that is used to screen all visitors against the registered sexual offender databases using their government issued ID. All visitors must have a government issued ID in their possession to visit.
- **Cellphones :** Cellphones are not permitted for use during school hours. Students must turn in their cell phones to a staff member. Cell phones will be secured during the day and return to students before going home. If a student refuses to turn in their cell phones, they will be confiscated and held by administration and returned at the end of the day for the first offense. The second offense, we will ask that families pick up the cell phone from the office.
- **Student Confidentiality:** Office staff are not able to give copies of birth certificates and social security numbers this would have to come through student records at 314.989.8100

- **Personal Property:** Students should only bring to school the items necessary for completing schoolwork and/or personal self-care items. Please ensure that your child leaves toys, cell phones, electronic devices, jewelry, trading cards, etc. at home unless specially asked for by the teacher. Students are not to trade or sell personal items at school or on the bus. Staff is not responsible for the safe return of lost, stolen or traded items. The school is not responsible for replacing or repairing stolen or damaged items. If a student brings an electronic device to school, it will be checked in upon arrival and returned at the end of the day. If the child fails to turn in the electronic device, it will be confiscated and can only be returned to the child's guardian.
- **Backpacks and Bags:** If a student makes a threat to bring a weapon to school or if a student brings something inappropriate to school, he or she will no longer be allowed to bring a backpack or bag to school. This measure is taken as a safety precaution.
- **Property Damage:** Students and families will be charged for damaging school property (Board Policy JFCB).
- **Community-Based Instruction/Special Olympics:** Community-based instruction is an opportunity for students to practice the skills they learn in the classroom in a real life setting. Teachers plan trips that are related to the current instructional activity. In addition to community-based instruction, students participate in Special Olympics activities. Some of the events include bowling, bocce ball, t-ball, and track and field. Please sign all necessary permission forms to ensure student participation. We will be providing a calendar of classroom events for your participation.
- **School Closing:** Inclement weather that poses a threat to the safety of the students may result in the closing of school. In addition, there are times when we experience power outages. When Ackerman School will be closed for the day, announcements are made on television and via School Messenger. The District will announce this as soon as possible.
- **Emergency School Closings during the School Day:** Occasionally, dangerous weather or building conditions occur during the school day and school must be dismissed early. If school is dismissed early, an announcement will be made on television and radio. To ensure the safety of your child, please develop an emergency back-up plan for situations like this. Again please keep school informed of any address or phone number changes.
- **All SSD school premises are smoke-free.**

- **Family/School Learning Agreement:** Ackerman School has developed a Family Engagement Plan and a Family-School Compact to give parents the opportunity to become active participants in their child's education. Please read the plan found on the following pages and return the signed Family-School Compact found with this information.
- **Early Dismissal:** Parents should report to the office, sign out their child and the secretary will call the classroom. If a relative or friend will be picking up the child, the school must have signed parent permission or the person must be listed as an emergency contact. Proper identification may be required before signing out a child.
- **Building Emergency Plans and Drills:** Students will be practicing drills monthly to prepare for an emergency. Drills that are practiced include fire drills, lock down/intruder drills, earth quake, tornado drills, etc. All classrooms have an emergency preparedness guide and plan to support emergencies and drills.
- **Attendance Policy:** If your child is not going to be attending school, please call school before school begins at 8:45 at 314.989.7200 and provide a reason for the absence. Copies of any documentation should be submitted to Ackerman. Also, please notify the bus garage at 314.989.7750. This will enable us to inform the teacher before school starts and allow bus routes to run efficiently. If your child is not at school and we have not heard from you, we will call to verify the child's absence. It is important to make sure school has the most recent emergency contacts. Daily attendance is expected. The state of Missouri requires students to maintain a 90% attendance rate.

Excused Absences: The following absences will be excused if supported by documentation provided by the family. If an absence is excused, then students will be eligible to make up any work they missed while absent. If students missed participation points, these may either be waived or an alternate assignment may be provided:

- Illness or injury of the student.
- Illness or injury of a member of the student's family, when the student's presence is necessary or expected.
- Medical appointments
- Bereavement, the principal may require a program or other evidence of attendance as additional verification.
- Religious observances.
- Other appointments that cannot be scheduled outside attendance hours, such as court appearances.
- Visits with a parent or legal guardian who is an active-duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting
- Directed to quarantine by a medical professional, health department, or the school. The family may be asked to provide documentation.

SOCIAL MEDIA

Ackerman School is aware that students participate in the use of social media. At times, this participation directly impacts the school environment. If social media use is impacting student learning, school personnel will attempt to mediate with the parties involved. In addition, the student Code of Conduct will be consulted.

STUDENT HEALTH

Immunizations

Students must comply with Missouri immunization laws. 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 but an exemption form must be completed through the doctor. The school nurse is available to answer specific questions regarding immunization requirements.

Medication

It is recognized that some students will require medication during the school day. In keeping with the Special School District policy, please follow these guidelines:

- Parent/guardian completes the “Parental Authorization for Giving Medication” form.
- Only medication prescribed by an authorized prescriber will be given at school.
- Only those medications that must be given during school hours will be given at school.
- Medications must be brought to school in a 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.)

Student Illnesses

In order for students to benefit from the planned educational program, it is important that your child be alert and feeling well. Please keep your child home if any of the following symptoms are present:

- Student is unresponsive and/or unable to maintain an awakened state
- Fever of 100.0°F and above (taken orally)
- Temperature that is abnormally low (a rectal temperature less than 95°F)
- Persistent coughing
- Abnormal nasal drainage
- Complaining of sore throat or difficulty swallowing combined with a fever
- Vomiting more than once
- Diarrhea
- Unusually loose or watery stools
- Unidentified or widespread rash
- Suspected communicable disease such as flu, chicken pox, scabies, impetigo, etc.
- Persistent or unusual pain
- Any draining or infected sores
- Red, crusted and/or draining eyes
- Head lice (see Head Lice Protocol)

If you keep your child at home for any reason, please call 989-7200 to report the absence. If your child exhibits any of the above symptoms at school, you will be notified to make arrangements to pick him/her up from school promptly. Appropriate measures will be taken to make sure your child is comfortable until you arrive.

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

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

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

- If you are unable to deliver medicine directly to school, please contact the principal or the nurse. Please do not send medication with the students; please do not put student medication in backpacks or lunch boxes.
- 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.
- This form must be submitted to the nurse when the child returns to school. This will ensure continuity of care and alert the nurse to any changes in health, treatments, or medication.
- The principal will discontinue transportation during the child's absence from school.
- Transportation will be resumed via principal contact when the student is released by the Licensed Care Provider to return to school. If the requested health information is not submitted to the nurse, the principal, social worker, and nurse will determine what further steps need to be implemented. The District's medical consultant, the Lead Nurse, and the school nurse may assist in determining the appropriate care for the returning student.
- If a change of placement needs to be considered, an IEP team meeting will be held.

If your child becomes ill during the school day, it's the parent/guardian's responsibility to come and pick up their child or designate someone else to do so. Due to safety concerns, students who are ill cannot stay at school or ride the bus home.

Reporting Child Abuse

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

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

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

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.

Alternative Methods of Instruction (AMI) Plan

SSD Schools, Programs and Sites

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

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

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

AMI Daily Plan:

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

Attendance:

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

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

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

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

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V
² In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

9. How will appeals to the Department be investigated?

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

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

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

PUBLIC CONCERNS AND COMPLAINTS

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

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

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

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

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

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

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

Records will be released upon request when required by law.

Adopted: June 23, 1971

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

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

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

PUBLIC CONCERNS AND COMPLAINTS

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

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

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

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

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

Date Issued by Superintendent: November 16, 2011

Date Revised by Superintendent: October 23, 2018



Superintendent of Schools

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/>

Educating Missouri's Homeless Children

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

Who is Homeless?

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

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

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

Which School Can a Homeless Child Attend?

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

Enrollment

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

Transportation

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

The Homeless Coordinator

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

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

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

STUDENT DISCIPLINE

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

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

Application

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

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

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

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

Enforcement

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

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

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

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

Adopted: February 10, 1986

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

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

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

STUDENT DISCIPLINE

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

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

Reporting to Law Enforcement

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

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

Documentation in Student's Discipline Record

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

Conditions of Suspension, Expulsion, and other Disciplinary Consequences

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

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

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

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

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

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

Impact on Grades

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

Prohibited Conduct

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

Academic Dishonesty

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

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

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

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

Assault

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

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

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

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

Automobile/Vehicle Misuse

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

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

*Bullying and Cyberbullying (See Board Policy JFCF)***Bullying:**

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

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

Bullying may consist of:

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

Cyberbullying

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

Cyber Threats

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

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

Bus or Transportation Misconduct (See Board Policy JFCC)

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

Dishonesty

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

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

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

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

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

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

Drugs/Alcohol (see Board Policies JFCH and JHCD)

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

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

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

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

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

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

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

Extortion

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

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

Failure to Care for or Return District Property

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

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

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

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

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

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

False Alarms (see also Threats or Verbal Assault)

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

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

Fighting (see also "Assault")

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

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

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

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

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

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

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

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

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

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

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

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

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

Incendiary Devices or Fireworks

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

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

Insubordination

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

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

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

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

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

Nuisance Items

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

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

Public Display of Affection

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

limited to, kissing and groping.

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

Safety and Security Cameras/Equipment

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

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

Safety Violation

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

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

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

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

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

Sexual Activity

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

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

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

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

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

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

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

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

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

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

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

Theft

Attempted theft or knowing possession of stolen property.

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

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

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

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

Tobacco Possession or Use

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

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

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

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

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

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

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

	Family Court.
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Unauthorized Entry

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

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

Unauthorized Groups/Gangs

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

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

Vandalism (see Board Policy ECA)

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

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

Weapons (see Board Policy JFCJ)

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

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

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

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

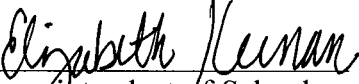
3. Possession or use of ammunition or a component of a weapon.

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

MSIP Refs: 6.6

Date Issued by Superintendent: June 24, 2008

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


Superintendent of Schools

BEHAVIOR INTERVENTION STRATEGIES

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

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

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

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

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

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

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

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

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

The following are prohibited:

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

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

As soon as possible after the resolution of the crisis:

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

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

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

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

Revised: May 25, 2017
April 26, 2022

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

BEHAVIOR INTERVENTION STRATEGIES

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

This regulation is divided into the following sections:

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

Levels of Training

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

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Continuum of Interventions

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

The continuum of interventions includes the following:

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

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

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

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

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

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

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

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

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

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

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

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

Physical Interventions are to be used only

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

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

Physical interventions will be:

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

Physical interventions will not:

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

Types of Restraint

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

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

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

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

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

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

Mechanical restraints will not:

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

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

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

Seclusion and Secure Observation Room

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

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

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

Debriefing and Communication

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

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

Notice to Families/Guardians

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

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

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

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

Documentation

IEP or Section 504 Plan

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

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

District Documentation

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

Involvement of Law Enforcement Officers

Staff will include a police officer in crisis intervention only:

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

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

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

Legal Refs: 160.261,263,563.061, RSMo.

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



Superintendent of Schools

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

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

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

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

Adopted: January 9, 2018

Revised: February 28, 2023

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

Legal Refs.: §§170.048. RSMo

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

Definitions

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

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

Suicidal Ideation Thoughts and ideas about committing suicide.

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

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

Risk Factors for Suicide

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

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

Protective Factors for Suicide

Protective factors buffer individuals from suicidal thoughts and behavior.

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

Safety Plan

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

Suicide Prevention Education for Students

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

Student education will include the following:

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

Suicide Prevention and Response Protocol Education for Staff

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

Reporting

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

Response from Suicide Response Team

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

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

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

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

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

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

Publication of Policy and Regulation

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

Date Implemented by the Superintendent: January 9, 2018
Revised February, 28, 2023



Superintendent of Schools

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

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>

NO BULLYING!

Bullying is

- **Intimidation, unwanted aggressive behavior, or harassment**
- **Is repetitive or is substantially likely to be repeated**
- **Causes a student to fear for his or her physical or personal safety or property**
- **Substantially interferes with the educational performance, opportunities, or benefits of any student without exception or substantially disrupts the orderly operation of school**
- **Is characterized by a real or perceived imbalance of physical or social power between the perpetrator and the target.**

Cyber-bullying is

- **Bullying through the transmission of a communication including, but not limited to,**
- **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 devices, computer, and or any other electronic device.**

Cyber threat is

- **Online materials that threatened or raise concern about violence against others, suicide or self-harm.**

**Bullying happens in our schools!
Students *IN OUR SCHOOLS* reported**

Stealing

Verbal Threats

Verbal Intimidation

Physical Intimidation

Name Calling

Verbal Assault

Taunts

Threats of Retaliation

Put-Downs

Physical Threats

Extortion

These can all be signs of bullying

**IF YOU SEE OR HEAR ABOUT BULLYING
REPORT IT IMMEDIATELY TO YOUR PRINCIPAL!!**

Educating Missouri's Homeless Children

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

Who is Homeless?

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

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

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

Which School Can a Homeless Child Attend?

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

Enrollment

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

Transportation

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

The Homeless Coordinator

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

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

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



District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2024-2025
Funding Application: Plan - School Level - 4029 ACKERMAN Version: Initial Status: Created

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

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4029 ACKERMAN

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide
Targeted

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

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

Ackerman School has a School-Family Compact that is used to demonstrate agreement of families with the parent and family engagement policy. The compact will be revised with this plan. The policy is included in the Ackerman Student and Family Handbook, posted on the school website and translated into languages families can read and understand.

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

POLICY INVOLVEMENT

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

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

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

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

Parents were personally invited to participate in the review of school data, needs assessment, development of schoolwide plan. Invites were made by phone and through email.

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

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

Parents were personally invited to participate in the review of school data, needs assessment, development of family engagement plan. Invites were made in person, by phone and through email. Parents provided input through meeting to update family engagement program/policies.

The school provides parents of participating children:

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

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

Families will be invited to a beginning of the year kick-off event where the school will provide all required information about the Title I.A. programs in addition to other pertinent information. In addition to the kick-off event, an alternative meeting time will be provided for those unable to attend kick-off. Zoom or additional times will be incorporated. Families have the option of home visits that can be offered by the school.

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

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

Families will be invited to a beginning of the year kick-off event where the school will provide all required information about curriculum, academic assessments and MAP achievement levels. In addition to the kick-off event, an alternative meeting time will be provided for those unable to attend kick-off. Ackerman will also have a Family Night in the Fall for Literacy and the Spring for Numeracy. Staff will send home assessment data after each testing window (Fall, Winter, Spring)

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

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

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

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

The school-parent compact will

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

Parents and families are responsible for supporting their children's learning by:
Partnering to provide two-way communication between home and school.
Providing information about preferred mode for day to day communication between home and school.
Helping your child to become curious and explore at home and in their community.
Use school provided instructional materials and modeled strategies to engage your child in learning at home.
Provide a quiet space for your child to complete their homework, practice math and read.
Engage in opportunities to participate in conferences, home visits, and volunteer at school.

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

The school will be responsible for providing high-quality curriculum and instruction in a supportive and effective learning environment by:
 Partnering with families to provide two-way communication between school and home.
 Asking families for their preferred ways of communicating and honoring those preferences.
 Provide families with opportunities to ask questions and for information and help.
 Provide a safe learning environment where students can take risks to grow in their learning.
 Create family activities that are linked to learning where instructional materials are provided and learning strategies are modeled.
 Follow-up with families to determine if provided information was useful and difference making for student learning.
 Establish a schedule for regularly sharing progress including conferences with families.
 Share opportunities for families to engage with staff, participate in home visits, volunteer, and observe in classrooms.

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

BUILDING CAPACITY FOR INVOLVEMENT

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

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

Describe plans to provide assistance.

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

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

Describe plans to provide materials and training.

As part of the offered family engagement opportunities linked to learning, the school will provide families with training in learning strategies and materials to support implementation of these strategies at home.

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

Describe plans to educate school personnel regarding working with parents.

All school staff will participate in training that explores the effective components of family engagement and strategies that promote home/school communication. All staff will be trained in the family engagement plan/policy and invited to provide feedback on ways to improve communication and partnering with families. Utilizing the FACE (Family and Community Engagement) department to create opportunities through learning academies.

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

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

Describe plans to coordinate and integrate.

As part of the activity planning process, the school will incorporate parent education, resources and supports for families into the linked to learning activities. In addition, the school will develop opportunities for families to explore future planning and transition activities. A family engagement advisory team will be developed. Family data from survey utilized. District-wide survey used at school level by school the building. April will be Leadership institute. This will allow leaders to teach/learning skills with families. This will be done for three evenings in April.

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

Optional additional assurances

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

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

ACCESSIBILITY

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

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

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Show](#)

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: escott1206

Improving Lives through Education

Ver.



District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2024-2025
 Funding Application: Plan - School Level - 4029 ACKERMAN Version: Initial Status: Created

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

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

4029 ACKERMAN

SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Sarah Levanos	
2	Teacher	Amy Keith-Title I Reading Te	
3	Principal	Lisa Leonard	
4	Other Administrators <input type="checkbox"/>	Jody Romeo-Assistant Princi	
5	Other Administrators <input type="checkbox"/>	Adrienne Eaglin-FACE Coord	
6	LEA Representative <input type="checkbox"/>	Esthere Scott-Federal Progr	
7	Other Administrators <input type="checkbox"/>	Matt Glazer-Curriculum and I	
8	Teacher <input type="checkbox"/>	Caitlin Helm-Teacher	
9	Parent <input type="checkbox"/>	Cynthia Phillips	
10	Parent <input type="checkbox"/>	Coren Anderson	
11	Parent <input type="checkbox"/>	Sarah Gianella	
Plan Development Meeting Dates			
1	Meeting Date	03/12/2024	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A <input type="checkbox"/>	Esthere Scott	Federal Programs Coordinat
2	Title IV.A <input type="checkbox"/>	Esthere Scott	Federal Programs Coordinat

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)

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

Delivery of Title I funded supplemental instruction services

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

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

Class size reduction

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

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

Professional Development

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

Funds will be used to secure reading specialist to provide individual and small group instruction to identified students performing below grade level in reading. This instruction is in addition to the scheduled instruction provided to all students in reading. The inclusion of a Math specialist for 1/2 of the school day. Also, funds will be used to continue to support our goals around Restorative Practices and Equity in order to continue to decrease the support room time and decrease the suspension data.

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

Description of how strategy/strategies will strengthen

*Wilson	*Conferences
*Corrective Reading	*Midwest Behavior
*LETRS/Numbrs	*Dyslexia
*Rewards	*N2You
*Racial Literacy	*Unique Learning Systems (ULS)
*Keys to Literacy	

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

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

Funds will be used to secure reading and math specialist to provide individual and small group specialized instruction to identified students performing below grade level in reading. This instruction is in addition to the scheduled instruction provided to all students in reading.
Northview and Ackerman share a math specialist to provide supplemental math instruction to students in grade 5-9 who are performing below grade level.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

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

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

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

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

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

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

Other

Professional development activities that address the prioritized needs

Describe activities

Outside PD to improve instruction in the classroom will be utilized. Also, PD related to family engagement and increasing opportunities for activities that are linked to learning. PD in mindfulness will be provided for staff. Restorative Practice Library and professional development for restorative practices and being trauma informed. Professional development will also include equity, restorative practices, and family engagement. There are also Cohort groups that meet with the Curriculum Coordinator for the district

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

PARENT COMMENTS Section 1116 (c)(5)

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

Yes

No

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

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: escott1206

Improving Lives through Education

Ver.



District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2024-2025
Funding Application: Plan - School Level - 4029 ACKERMAN Version: Initial Status: Created

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

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Hide

4029 ACKERMAN

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

4/11/2024

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment (Required)
Grade level (Required)
Ethnicity (Required)
Attendance (Required)
Mobility (Required)
Socioeconomic status (Required)
Discipline (Required)
Limited English Proficiency (Required)

Summarize the analysis of data regarding student demographics:

Strengths:

Over 88.48% attendance for SY 22-23 (building goal is 90%); attendance policy is in place
*Short-term suspensions are low
*Restorative Practices and training are now being practiced
*Ackerman has an Equity Team, Restorative Practices Team, and Family Engagement Team
*MTSS (Multi-Tiered Systems of Support) have been revamped and staff is trained

Weaknesses:

*Approximately 15-20% of student population is not reading on or above grade level
*Approximately 12-15% of student population are not on or above grade level in Math Computation
*Both figures taken from 22-23 data for STAR Reading and Math

Indicate needs related to strengths and weaknesses:

The need for a Title I Reading and Title I Math Teacher are necessary to remediate these losses for students

Student Achievement

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

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

District assessment data (I-Ready, STAR, and Essential Elements Checklist)

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

Strengths:

We have a reading and math interventionist (non-Title) and Title I teacher for reading

*English Language Arts-27% of students are above 25th percentile-goal is 50th percentile

*Math-56% of students are above 25th percentile-goal is 50th percentile

*MAP students will have an intervention block

Weaknesses:

In both ELA and math, we decreased to under 50% scoring Basic, Proficient, or Advanced on MAP ELA & Math. Students are performing below grade level on I-Ready scores dropped across all classrooms in reading this year.

Indicate needs related to strengths and weaknesses:

Tiered interventions on both reading and math need to be continued for students who are below grade level

*Supporting teachers with appropriately proctoring and supervising students who are testing

*Refresher to staff on explicit instruction

*Professional learning for the 23-24 school year on instruction

*Will be adding an intervention block for all students that will take the MAP for the 2024-2025 school year

Curriculum and Instruction

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

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

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

Strengths:

School-wide learning expectations in place for all students; all students engaged in district established curricula and utilizing instructional materials that support the district curricula. MTSS has been revamped and the matrices for student expectations are posted throughout the school

Weaknesses:

*Meaningful professional development for support staff (paraprofessionals)

*Support students with significant needs

Indicate needs related to strengths and weaknesses:

*Have the learning expectations matrix posted and shared with families
 *Survey paraprofessionals for instructional supports in the classroom and use these to create meaningful professional development

High Quality Professional Staff

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

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

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

Strengths:

All teachers are highly qualified. All courses are taught by appropriately certified staff.

Weaknesses:

*Have been unable to hire an appropriately certified Title I Math instructor
 *Had to utilize critical needs teachers in two classrooms due to teacher shortage; still have one teacher vacancy

Indicate needs related to strengths and weaknesses:

*Retaining a highly qualified Title I Math instructor with the support of the Office of Employee Success and Engagement

Family and Community Engagement

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

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

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

Strengths:

High number of effective school-wide and classroom-based welcoming events for families; onsite vision, dental and health services provided for students.
 *Family Happy Hour
 *Meet the teacher
 *Black History Program
 *All about Me Fashion Show
 *Spring Bingo-share data with families
 *Welcoming Schools Walkthrough-use data to drive decisions
 *Talent Show
 Graduation
 *Data is shared or learning activity incorporated

Weaknesses:

Increasing the number of families participating (low family participation)

Indicate needs related to strengths and weaknesses:

*Offering multiple ways families can engage or participate
*Identification of barriers to overcome for engagement

School Context and Organization

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

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

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

Strengths:

Small class sizes; mission and vision are clear and meaningful; School climate data shows high levels of satisfaction for students, staff and families.

Weaknesses:

School Climate survey indicated staff would like more specific feedback from administrators

Indicate needs related to strengths and weaknesses:

Add monthly department meetings
Administrators attend data teams
Administrators increase time in classrooms

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

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

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

Prioritized needs

- 1 Increase student academic achievement related to Math and Reading
- 2 Increase meaningful family engagement opportunities
- 3 Embed Restorative practices and Equity into our school culture via training and school goals

Schoolwide Program [Show](#)

Save Comments School Level Plan Home Print Cancel Print Mode

District/LEA Comments

[Empty text box for District/LEA Comments]

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: escott1206

Improving Lives through Education

Ver.

Alternative Methods of Instruction (AMI) Plan

SSD Schools, Programs and Sites

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

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

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

AMI Daily Plan:

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

Attendance:

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

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

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

School Year _____

STUDENT DATA:

Name: _____ Student ID _____
Last First MI

Date of Birth: _____ Gender: Male / Female Race: _____

Student Address: _____
Street Number City/State Zip

Home District: _____ Attending School: _____

PARENT/LEGAL GUARDIAN #1 – First contact

Name: _____

Spouse/Partner: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Primary Language: _____

Email: _____

Employer's Name: _____ Work Phone: _____

PARENT/LEGAL GUARDIAN #2 – Second contact

Name: _____

Spouse/Partner: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Primary Language: _____

Email: _____

Employer's Name: _____ Work Phone: _____

FOR EMERGENCY USE WHEN PARENT CANNOT BE LOCATED: Persons listed below has your authorization to pick up your child.

FIRST EMERGENCY CONTACT

Name: _____

Relationship: _____

Phones: Home _____ Cell: _____ Work: _____

SECOND EMERGENCY CONTACT

Name: _____

Relationship: _____

Phones: Home _____ Cell: _____ Work: _____

OVER 

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

Signature: _____

Date: _____

Electronic Communication Systems Access and Use Agreement

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

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

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

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

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

Google Workspace for Education Notice to Parents and Guardians

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

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

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

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

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

How will my child benefit from using Google Additional Services?

YouTube:

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

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

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

Blogger:

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

Google Earth:

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

What information does Google collect?

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

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

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

How does Google use this information?

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

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

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

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

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

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

Will Google disclose my child's personal information?

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

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

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

What choices do I have as a parent or guardian?

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

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

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

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

Please review the additional policies regarding Electronic Communication Systems:

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

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

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

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

Yes() No()

Missouri Child Abuse and Neglect Hotline Numbers

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

MO HealthNet for Kids

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

Website: <https://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>

2024-2025 School Year

Dear Parent or Guardian,

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

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

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

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

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

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

Sincerely,
Kelly Grigsby, Ph.D.
Deputy Superintendent
Special School District



Ackerman Family-School Compact

2024-2025

Parents and families are responsible for supporting their children's learning by:

- Partnering to provide two-way communication between home and school.
- Providing information about preferred mode for day to day communication between home and school.
- Helping your child to become curious and explore at home and in their community. Use school provided instructional materials and modeled strategies to engage your child in learning at home.
- Provide a quiet space for your child to complete their homework, practice math and read.
- Engage in opportunities to participate in conferences, home visits, and volunteer at school.

The school is responsible for providing high-quality curriculum and instruction in a supportive and effective learning environment by:

- Partnering with families to provide two-way communication between school and home.
- Asking families for their preferred ways of communicating and honoring those preferences.
- Provide families with opportunities to ask questions and for information and help.
- Provide a safe learning environment where students can take risks to grow in their learning.
- Create family activities that are linked to learning where instructional materials are provided and learning strategies are modeled.
- Follow-up with families to determine if provided information was useful and difference making for student learning.
- Establish a schedule for regularly sharing progress including conferences with families.
- Share opportunities for families to engage with staff, participate in home visits, volunteer, and observe in classrooms.

Students are responsible for engaging in their learning by:

- Demonstrating Bulldog Best behavior by being responsible, kind, safe, and cooperative.
- Following school and bus rules and procedures.
- Taking responsibility for academic growth by staying curious and excited about learning every day.

Ackerman Mission

Ackerman School provides a safe and supportive student-centered environment where children of diverse abilities can reach their full potential through high expectations, differentiated instruction and therapeutic services.

Ackerman Vision

Ackerman School provides innovative educational opportunities so students can acquire the academic and life skills necessary to contribute productively to our school and community.

Principal:

Ms. Lisa Leonard-Sneed
314.989.7200

Assistant Principal:

Ms. Jody Romero
314.989.7200

Attendance Secretary:

314.989-7200

Website: www.ssdmo.org/schools/Ackerman





Ackerman Family-School Compact

2024-2025

Please sign and return to the school office.

Parents and families are responsible for supporting their children's learning by:

- Partnering to provide two-way communication between home and school.
- Providing information about preferred mode for day to day communication between home and school.
- Helping your child to become curious and explore at home and in their community. Use school provided instructional materials and modeled strategies to engage your child in learning at home.
- Provide a quiet space for your child to complete their homework, practice math and read.
- Engage in opportunities to participate in conferences, home visits, and volunteer at school.

The school is responsible for providing high-quality curriculum and instruction in a supportive and effective learning environment by:

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Students are responsible for engaging in their learning by:

- Demonstrating Bulldog Best behavior by being responsible, kind, safe, and cooperative.
- Following school and bus rules and procedures.
- Taking responsibility for academic growth by staying curious and excited about learning every day.

Family Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

School Signature: _____ **Date:** _____