Ritenour School District

2026-2027

Parent-Student Handbook

www.ritenourschools.org

Ritenour
School District
Educational Excellence Since 1867

Dear Ritenour Families,

Welcome to the Ritenour School District - a district rich in tradition and dedicated to educational excellence. This handbook provides an overview of the policies and procedures for Ritenour schools during in-person learning. It is designed for parents and families as a means of assuring each student has a rewarding school experience. I encourage you to read all the items carefully and keep the handbook as a reference.

Please share with your child's teacher any information regarding his or her learning needs as we support the educational growth and development of your child. We believe communication among parents, students and teachers is critical in assuring student success.

Ritenour employees strive to bring students the very best educational experiences possible. However, we understand there are times when questions or concerns may arise during the school year. Parents and students should always contact a teacher, principal or other school personnel to resolve any concern to minimize the loss of instructional time. We are committed to working together to improve student learning.

Together, we are Ritenour Strong!

Sincerely,

Dr. Chris Kilbride
Superintendent of Schools

RITENOUR School District

Educational Excellence Since 1867

Mission

The mission of Ritenour School District is to ensure learning occurs in a supportive environment that enables every student to think critically, solve problems and develop the knowledge and skills necessary for success in our diverse, global society.

Vision

Ritenour School District, in partnership with parents and community, will develop leaders recognized for academic excellence and produce graduates who will become productive citizens and lead lives of personal integrity and fulfillment.

Ritenour School District
2420 Woodson Road • St. Louis, MO 63114-5499
(314) 493-6010/Phone • (314) 426-7144/Fax
www.ritenourschools.org

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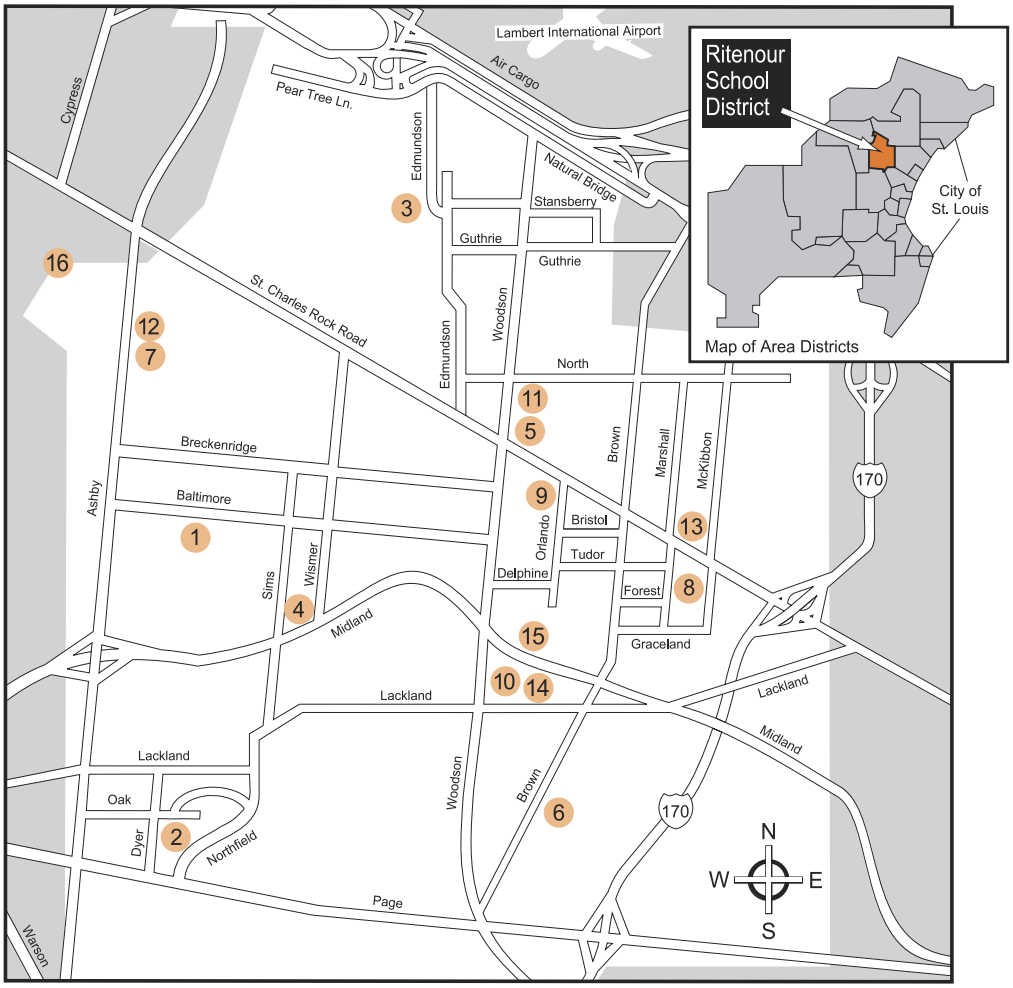
Ritenour School District

Map and Addresses

Ritenour Website:
www.ritenouschools.org



1. Buder Elementary School
10350 Baltimore Avenue
St. Louis, MO 63074-3837
(314) 493-6300/Phone
(314) 429-6734/Fax

2. Iveland Elementary School
1836 Dyer Avenue
St. Louis, MO 63114-2499
(314) 493-6330/Phone
(314) 429-6721/Fax

3. Kratz Elementary School
4301 Edmundson Road
St. Louis, MO 63134-3909
(314) 493-6360/Phone
(314) 429-6735/Fax

4. Marion Elementary School
2634 Sims Avenue
St. Louis, MO 63114-3199
(314) 493-6400/Phone
(314) 429-6720/Fax

5. Marvin Elementary School
3510 Woodson Road
St. Louis, MO 63114-4203
(314) 493-6430/Phone
(314) 429-6737/Fax

6. Wyland Elementary School
2200 Brown Road
St. Louis, MO 63114-5599
(314) 493-6460/Phone
(314) 429-6728/Fax

7. Hoech Middle School
3312 Ashby Road
St. Louis, MO 63074-3597
(314) 493-6200/Phone
(314) 426-3837/Fax

8. Ritenour Middle School
2500 Marshall Avenue
St. Louis, MO 63114-5012
(314) 493-6250/Phone
(314) 429-6726/Fax

9. Ritenour High School
9100 St. Charles Rock Road
St. Louis, MO 63114-4241
(314) 493-6105/Phone
(314) 473-6038/Fax

10. Administrative Center
2420 Woodson Road
St. Louis, MO 63114-5499
(314) 493-6010/Phone
(314) 426-7144/Fax

11. School for Early Childhood Education
3580 Woodson Road
St. Louis, MO 63114-4203
(314) 493-6240/Phone
(314) 429-3688/Fax

12. Ritenour Adult Learning Center
3312 Ashby Road
(HMS North Wing–3rd Floor)
St. Louis, MO 63074-3597
(314) 493-6412/Phone
(314) 429-4348/Fax

13. North Athletic Complex
8775 St. Charles Rock Road
St. John, MO 63114

14. Husky Academy
9229 Lackland Road
St. Louis, MO 63114
(314) 493-6031/Phone
(314) 426-3856/Fax

15. Husky Support Center
9303 Midland
St. Louis, MO 63114
(314) 493-6327/Phone

16. Ritenour Center for Educational Excellence
- Center for International Learners
- Center for Gifted Learners

10901 St. Henry Lane
St. Louis, MO 63074
(314) 493-6213/Phone

School for Early Childhood Education
(314) 493-6240
Dr. Jennifer Singleton, Principal

Buder Elementary School
(314) 493-6300
Dr. Melisha Mack, Principal
Meredith Alton, Assistant Principal

Iveland Elementary School
(314) 493-6330
Amanda Connelly, Principal
Rebecca Williams, Assistant Principal

Kratz Elementary School
(314) 493-6360
Dr. Meghan McNulty, Principal
Orianna Moccio, Assistant Principal

Marion Elementary School
(314) 493-6400
Lisa Broadbent, Principal
Dr. Matthew Macko, Assistant Principal

Marvin Elementary School
(314) 493-6430
Dr. Melissa Crowley, Principal
Jennifer Nilges, Assistant Principal

Wyland Elementary School
(314) 493-6460
Ramone West, Principal
Dr. Cheri Oliver, Assistant Principal

Hoech Middle School
(314) 493-6200
Dr. Alexander Terrance, Principal
Ramona Coleman, Assistant Principal
Dr. Lindsay Hawkins, Assistant Principal

Ritenour Middle School
(314) 493-6250
Sam Brotherton, Interim Principal
Seneca Allen, Assistant Principal
Taylor Johnson, Interim Assistant Principal

Ritenour High School
(314) 493-6105
Dr. Angela Chatman, Principal
Greg Jones, Associate Principal
Dr. Austin Ferguson, Assistant Principal
Dr. Declan FitzPatrick, Assistant Principal
Crystal Spearman, Assistant Principal
Tamara Taliaferro-Thomas, Interim Assistant Principal

Husky Academy
(314) 493-6031
Tavona Palmer Harvey, Coordinator

Adult Learning Center
(314) 493-6412
Karen Musemic, Coordinator

Ritenour Center for Educational Excellence
• Center for International Learners
• Center for Gifted Learners
(314) 493-6213
Caroline Logue, Coordinator

Ritenour School District

Dr. Chris Kilbride, Superintendent
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Ritenour School District

Educational Excellence Since 1867

2026-2027 District Calendar

AUGUST

SUN	MON	TUES	WED	THURS	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 (T)	18 (T)	19 (T)	20 (T)	21	22
23/30	24★/31	25	26	27	28	29

10-14 New Teacher Orientation
17-20 Professional Development/Teacher Workdays & Transition day
21 Teachers–Non-contract day
24 ★ First Day of School (PreK-12)

SEPTEMBER

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7 (D)	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day (NO SCHOOL PreK-12)
All District Offices and Schools Closed
17 Early Release Day (PreK-12)

OCTOBER

SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29 (T)	30 (D)	31

15 Early Release Day (PreK-12)
21 End of First Quarter
27 PreK-12 Evening Conferences
28 PreK-12 Evening Conferences
29 PreK-12 AM Conferences/Teachers Off PM (NO SCHOOL PreK-12)
30 Fall Break (NO SCHOOL PreK-12)
All District Offices and Schools Closed

NOVEMBER

SUN	MON	TUES	WED	THURS	FRI	SAT
1	2 (D)	3 (T)	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 (D)	26 (D)	27 (D)	28
29	30					

2 Fall Break (NO SCHOOL PreK-12)
All District Offices and Schools Closed
3 Professional Development (NO SCHOOL PreK-12)
19 Early Release Day (PreK-12)
25-27 Thanksgiving Holiday (NO SCHOOL PreK-12)
All District Offices and Schools Closed

DECEMBER

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 (D)	22 (D)	23 (D)	24 (D)	25 (D)	26
27	28 (D)	29 (D)	30 (D)	31 (D)		

21-31 Winter Break (NO SCHOOL PreK-12)
All District Offices and Schools Closed

JANUARY

SUN	MON	TUES	WED	THURS	FRI	SAT
					1 (D)	2
3	4 (T)	5 ★	6	7	8	9
10	11	12	13	14	15	16
17	18 (D)	19	20	21	22	23
24/31	25	26	27	28	29	30

1 Winter Break (NO SCHOOL PreK-12)
All District Offices and Schools Closed
4 Professional Development/Teacher Workday (NO SCHOOL PreK-12)
5 Students Return to School
15 End of 2nd Quarter
18 Martin Luther King Jr. Day (NO SCHOOL PreK-12)
All District Offices and Schools Closed

No Students Attending Classes

Other Significant Dates

(D) All District Offices & Schools Closed

(T) Teacher Work Days

Calendar Dates Are Subject to Revision

Ritenour School District
Educational Excellence Since 1867

2026-2027 District Calendar

SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12 (T)	13
14	15 (D)	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY

12 Professional Development/ Teacher Workday (NO SCHOOL PreK-12)
15 Presidents' Day (NO SCHOOL PreK-12)
All District Offices and Schools Closed
25 Early Release Day (PreK-12)

SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12 (T)	13
14	15 (D)	16 (D)	17 (D)	18 (D)	19 (D)	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH

9 Prek-12 Evening Conferences
10 PreK-12 Evening Conferences
11 End of Third Quarter
12 PreK-12 AM Conferences/Teachers off PM (NO SCHOOL PreK-12)
15-19 Spring Break (NO SCHOOL PreK-12)
All District Offices and Schools Closed

SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2	3
4	5	6 (T)	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL

6 Professional Development (NO SCHOOL PreK-12)
15 Early Release Day (PreK-12)

SUN	MON	TUES	WED	THURS	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 / 30	24 / @31	25	26	27	28	29

MAY

28 *PreK-12 Last Day of School
31 Memorial Day (NO SCHOOL PreK-12)
All District Offices/Schools Closed

* AMI (Alternative Methods of Instruction) Plan = Virtual Instruction on Inclement Weather Days

SUN	MON	TUES	WED	THURS	FRI	SAT
		1 (T)	2	3	4	5
6	7 ★	8	9	10	11	12
13	14	15	16	17	18 (D)	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE

1 *Teacher Work Day
7 **First Day of Summer School K-12
18 Juneteenth (Observed)
All District Offices/Schools Closed

** Summer School dates are subject to change.

SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2	3
4	5 (D)	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY

1 **Last Day of Summer School Grades K-8
5 Independence Day (Observed)
All District Offices and Schools Closed
15 **Last Day of Summer School Grades 9-12

** Summer School dates are subject to change.

Approved 11/13/25
Correction 11/20/25

2026-2027 Calendar Notes

171 Student Contact Days (PreK–12) (>144 hrs.)
181 Teacher Work Days

*In the event that virtual instruction is not possible for inclement weather days or the number of AMI days exceeds 6 days, attendance days may be added to the end of the school year at the discretion of the Ritenour Board of Education.

A+ SCHOOLS PROGRAM

Ritenour High School's designation as an A+ School makes it possible for students to qualify for two years of tuition and fees* for attendance at any public community college or some public career-technical schools in the state of Missouri. Some four-year institutions are also offering scholarships to students who qualify for the A+ financial incentive. More information is available from the financial aid offices of the institutions of higher learning and the RHS counseling department.

To be eligible for the financial incentives of the A+ Schools Program, a student must meet the following criteria:

- Enter into a Student Participation Agreement with his/her high school prior to graduation.
- Graduate from an A+ designated school and attend an A+ designated school for any two of the four years prior to graduation.
- Graduate from high school with a non-weighted, cumulative grade point average of 2.5 or above.
- Have at least a 95 percent cumulative attendance record for four years.
- Perform 50 hours of unpaid tutoring or mentoring of younger students or students of the same age group.
- Students need to earn a proficient score on the Algebra 1 End-of-Course (EOC) exam.
- Maintain a record of good citizenship and avoid the use of unlawful drugs and/or alcohol.
- Complete the Free Application for Federal Student Aid (FAFSA) form.
- Register for Selective Service, if applicable (Males only – required within 30 days after 18th birthday).

Students must sign up for the A+ Schools Program by Jan. 1 of their senior year.

**Availability of financial incentives is contingent upon the state funding of the A+ Schools Program each year. The Ritenour School District does not appropriate the state funds for the program.*

ACADEMIC SCREENING

Academic, behavioral and language screenings are conducted several times a year for students in elementary and middle school. All students in grades K-8 are screened for dyslexia following the guidelines outlined by the Department of Elementary and Secondary Education. Screening outcomes guide teams in identifying students who may require additional support. Selected outside agencies work collaboratively with the support teams to provide therapeutic counseling for individuals, families and small groups.

ADMISSION / ENROLLMENT

Families new to the district can register their children at the Ritenour Administrative Center during designated registration dates and times. Parents residing in the district can save more time by completing the paperwork online, and then bringing the required papers and court documents such as guardianship, custody, restraining orders, divorce decrees or other such legal material, if applicable to your child, to the Ritenour Administrative Center to complete the registration process.

Regular Registration Hours:
Monday through Friday: 8:30 – 10:30 a.m. and 1 – 3 p.m.*
(*Registration is closed during Winter break and Spring break).

Registration Location: Ritenour Administrative Center, 2420 Woodson Road, St. Louis, MO 63114

As a general rule. students must reside with a parent or legal guardian, military guardian or person acting as a parent/legal guardian within the Ritenour School District boundaries to attend any Ritenour school. If the family does not know their school attendance area, information is available on the district website *(www.ritenourschools.org)* under "District Map and Attendance Areas" or by calling (314) 615-4238. Additionally, if you have any questions about a student's eligibility to enroll, or if you are unable to provide the residency documents listed below, please contact the Ritenour Registration Department at (314) 493-6016.

Students must be 5 years old on or before July 31 to register.

Registration Residency Requirements
If you **own or lease/rent property in your name**, provide the following documentation below: A-C and valid photo ID.

If you **do not own or lease/rent property in your name**, you **must** bring the owner/lease holder to registration and they will provide the same documentation below: A-C and both valid photo IDs.

A. Provide <u>one</u> of the following:

- <u>Lease/Rental Agreement</u>
  - In the parent/legal guardian/caregiver name (or owner/leaseholder's name, if applicable)
  - Lease signed by landlord and tenant(s)
  - Lease Not Expired
- <u>Mortgage Statement</u>
  - In the parent/legal guardian/caregiver name
  - Dated within the last 30 days
- <u>Property Deed</u>
  - In the parent/legal guardian/caregiver name
- <u>Real Estate Tax Receipt</u>
  - In the parent/legal guardian/caregiver name
  - Most recent year

B. Provide Occupancy Permit

C. Provide <u>one</u> of the following:

- <u>Gas, electric, sewer or cable bill</u>
  - In the parent/legal guardian/caregiver name
  - Dated within the last 30 days
  - Both service and mailing address within the Ritenour School District
  - Disconnection and final notices are not accepted

(Continued on next page)

- Utility service connection letter
  If you recently moved, contact Ameren at (314) 342-1111 or Spire at (314) 621-6960 and have the service connection letter faxed to (314) 429-6751, attention: Registration.
  The following must be included in the letter:
  -Name of parent/legal guardian/caregiver
  -Address
  -Date service was connected, (not applied for)
  -Account number

D. Provide all of the following:

- Valid Photo ID (from owner/leaseholder also, if applicable)
- Child's birth certificate
- Child's immunization record

Please Note: If you are unable to provide the requested documentation listed above, you may still be eligible to enroll. Please contact the Ritenour Registration Department at (314) 493-6016 to discuss your options.

After registering, each child's transcript and discipline record is requested from their prior school.

Once a student is registered in the district, all information is kept in the student data system. Student information is automatically transferred to the school of attendance. However, for safety and communication purposes, parents or guardians are asked to provide their child's school with all updated registration or emergency information as needed.

Children, kindergarten through 12th grade, are required to be current with all immunizations and physical exams, if needed, prior to the first day of school.

If a student leaves the Ritenour School District for more than 30 calendar days, he/she must re-establish residency by contacting the Ritenour Administrative Center at (314) 493-6016 or (314) 493-6070.

Please visit the Ritenour website at www.ritenourschools.org and click on the Admission & Registration link under the Students/Parents section for more information or call the **Registration Information Line: (314) 493-6048**.

If you are registering your child for the Ritenour School for Early Childhood Education, registration must take place at Ritenour Administrative Center, located at 2420 Woodson Road, St. Louis, MO, 63114.

School for Early Childhood Education Admission / Enrollment

Ritenour offers free early childhood education to selected district families. Half-day and full-day classes are offered at the Ritenour School for Early Childhood Education, located at 3580 Woodson Road. An enrollment lottery will be held each year for families interested in the program. A waiting list will be created for students not selected in the lottery.

To qualify for enrollment, children must be toilet-trained and reside in the district. Children must be at least 4 years old by July 31 to enroll in the lottery. Ritenour's School for Early Childhood Education is designed to help children grow socially, emotionally, physically and cognitively through developmentally appropriate and play-based activities. The building has a combination of general education and special education classrooms. Ritenour partners with Special School District to provide programming for special education classrooms and those integrated with general education students.

Ritenour is able to offer the program free because the state of Missouri will reimburse the district for student attendance. Students must maintain at least 95% attendance to remain in the program.

See list above for required Ritenour School District enrollment documents.

Hours for the School for Early Childhood Education are listed below:

- Full-Day Preschool—Monday - Friday from 8:30 a.m. to 3:30 p.m.
- Half-Day Preschool—Monday - Thursday; morning or afternoon classes available.
  - Morning classes are 8:30 - 11:30 a.m.
  - Afternoon classes are 12:30 - 3:30 p.m.

There is a charge for before- and after-school care. Before and after care are available Monday through Friday. The cost is $76 per week for both morning and aftercare or $55 per week for only before or only aftercare. Before-care hours are 6 to 8:15 a.m.; after-care hours are 3:45-6 p.m. Before and/or after care is only available to full-day students.

Please call (314) 493-6240 for more information.

Educational Stability for Students Experiencing Foster Care or Homelessness

Ritenour School District is committed to removing barriers to enrollment, attendance, and academic success for students experiencing foster care or homelessness. Federal law provides specific educational rights to these students, including immediate enrollment, school stability, and access to transportation and support services when eligible. Families, caregivers, and agencies are encouraged to contact the district's Foster Care and McKinney-Vento Liaison (Assistant Superintendent of Student Services) if they believe a student may qualify for services or needs assistance accessing educational support.

AFTER-SCHOOL ACTIVITIES

After-school/extra-curricular activities are considered an important extension of the school day and a significant dimension of school life. These activities provide opportunities for students to socialize with friends, develop relationships with adults and explore areas of personal interest. Student participants grow socially and emotionally and enhance their

(Continued on next page)

education outside of the traditional classroom setting. The camaraderie and enjoyment experienced by students who participate in after-school programs contribute to the creation of a positive school environment and help to generate school spirit and pride. Students who participate in extra-curricular programs usually develop a more positive attitude toward school, have better attendance and experience more success in all aspects of their education.

At the middle and high school levels, students may participate in a wide selection of activities which include academic enrichment classes, tutoring, sports, student council, newspaper, yearbook and various clubs. These opportunities complement the academic curriculum in meeting the school related interests and needs of students not directly addressed by the school's curriculum. The activities and athletic offerings supplement the instructional program by providing opportunities for mental, social and emotional growth; the development of appropriate attitudes and behaviors concerning citizenship; growth of self-esteem and confidence and other significant learning experiences. Ritenour High School maintains an "Activity and Athletic Opportunities" booklet which includes a complete listing of activities available.

Activities are scheduled before or after school. At the elementary and middle schools, activity buses are available to take students eligible for transportation from school to home. Students not eligible for the activity bus must make arrangements to be picked up at school at the end of the activity. Arrangements should be made prior to the day of the activity. Students receive a list of after-school activities and an activity bus route at the beginning of the school year. After-school and evening activities and classes are cancelled on snow days and early dismissal days.

Interscholastic Athletics and Competitive Teams

The rules that govern participation in RHS athletics and competitive activities are set by the Missouri State High School Activities Association (MSHSAA), the St. Louis Suburban Public High School Athletic and Activities Association, and Ritenour School District. To be eligible, student-athletes must have passed 3.0 credits the previous semester while being enrolled in 3.0 credits in the current semester. Students must also maintain a minimum of 2.0 GPA and abide by the applicable citizenship guidelines. Those planning on playing in college, need to make sure they meet the core requirements of the NCAA.

To participate in sports and certain other activities at RHS, students must have a current online Consent Form, physical examination, and proof of insurance on file in the Athletic Office. After all paperwork is up to date and on file students will receive an eligibility card to join their desired team for practice. Note: 14 days of practice are needed prior to game participation. Sports-specific insurance can be purchased through K & K Insurance that would meet the state requirements for participation. Students must meet age, academic, attendance, and citizenship requirements. The online digital "Consent Form" includes exact details.

ARRIVAL AND DISMISSAL / SCHOOL HOURS

School for Early Childhood Education

Office Hours	Monday-Thursday, 8 a.m. – 4:30 p.m.; Friday, 8 a.m. – 4 p.m.
Student Arrival	Full-day Preschool: 8:30 a.m. – 3:30 p.m. Half-day Morning: 8:30 – 11:30 a.m. Half-day Afternoon: 12:30 – 3:30 p.m. Before Care: 6 – 8:15 a.m. After Care: 3:45 - 6 p.m.

Elementary

Office Hours	Monday-Thursday, 8 a.m. – 4:30 p.m.; Friday, 8 a.m. – 4 p.m.
Student Arrival	8:15 a.m. (for breakfast at school) 8:30-8:40 a.m. (without breakfast at school) School supervision is not available before 8:10 a.m. or after 3:35 p.m.*
School Hours	8:40 a.m. – 3:35 p.m. (students arriving after 8:55 a.m. are tardy)

**Child care is available at the elementary schools through the local YMCA's Kids Network for students who must arrive prior to 8:25 a.m. (or 8:10 a.m. for students who eat breakfast at school) or stay after 3:35 p.m. when there is no school supervision. (See CHILD CARE for information on enrolling students in the YMCA program.)*

Middle School

Office Hours	Monday-Thursday, 7 a.m. – 3:30 p.m.; Friday, 7 a.m. – 3 p.m.
Student Arrival	7:10 a.m. (for breakfast at school) 7:25 a.m. (without breakfast at school)
School Hours	7:30 a.m. – 2:25 p.m. (students arriving after 7:30 a.m. are tardy) School supervision is not provided before 7:25 a.m. or after 2:35 p.m. except for students involved in after-school activities or study under the supervision of a staff member.
After School Activity Hours	2:25 – 4:10 p.m.

High School

Office Hours	Monday-Thursday, 7 a.m. – 3:30 p.m.; Friday, 7 a.m. – 3 p.m.
Student Arrival	7:45 a.m. – 7:55 a.m. (breakfast available 7:45-7:55 a.m.)
School Hours	8:05 a.m. – 3 p.m. (students arriving after 8:05 a.m. are tardy) School supervision is not provided before 7:45 a.m. or after 3:15 p.m. except for students involved in after-school activities or study under the supervision of a staff member.

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Early Release From School

Middle and high school students must have written parent permission to leave the school grounds at any time during the school day. Early childhood and elementary students are not permitted to leave before the end of the day unless signed out in the school office by a parent or person designated on the student's emergency contact list. This person is required to show photo identification. Leaving school early is strongly discouraged except for unavoidable circumstances. Tardies and early releases are cumulative and accrue toward an absence.

ATTENDANCE / ABSENCES

Because regular and punctual attendance is essential to a student's success in school, staff members work closely with parents/guardians to achieve good student attendance. Parents should notify the school if their child is going to be absent. Messages may be left any time of day or night, seven-days-a-week, by calling the attendance line for the student's school.

School for Early Childhood Education . . . . . (314) 493-6240
Buder Elementary School . . . . . (314) 493-6301
Iveland Elementary School . . . . . (314) 493-6331
Kratz Elementary School . . . . . (314) 493-6361
Marion Elementary School . . . . . (314) 493-6400
Marvin Elementary School . . . . . (314) 493-6431
Wyland Elementary School . . . . . (314) 493-6461
Hoech Middle School . . . . . (314) 493-6201
Ritenour Middle School. . . . . (314) 493-6251
Ritenour High School
(9th Grade). . . . . (314) 493-6121
(10th Grade). . . . . (314) 493-6120
(11th Grade). . . . . (314) 493-6119
(12th Grade). . . . . (314) 493-6122

Regular and prompt attendance is one of the most important keys to a student's academic success at school. Ritenour complies with state laws regarding excessive student absences. Excessive tardiness or absences may be considered educational neglect or truancy and could result in school disciplinary action, intervention by school social workers or school resource officers, a referral to Children's Division, and/ or a referral to the Juvenile Court System.

Definitions Related to Absenteeism

The Missouri Department of Elementary and Secondary Education (DESE), for the purposes of school district accreditation, requires all districts to have 90 percent of students in attendance 90 percent of the school year, whether the absence is excused or unexcused. Referrals are made to Children's Division when a student accumulates an excess of 10 unexcused absences.

Excused Absence—Below are the **only times** a student's absence will be counted as excused:

- Illness/injury; death in the family; health/medical appointment; religious observance; legal situation; and/or participation in a valid educational opportunity and the parent provides documentation supporting the absence.

Unexcused Absence—When a parent does not provide documentation of the illness or injury, death in family, health/medical appointment, religious observance, legal situation and/or participation in a valid educational opportunity, such as a college visit, the absence will be counted as unexcused.

Truancy—Students who are absent from school:

- without the knowledge and consent of their parents and/or administration
- students who leave school during any session without the consent of the principal.

Chronic Truancy—A student who is absent from school without approval for a full day or more, part of a day, or all or part of a class on more than 10 occasions during a school year. Chronic truancy may result in a referral to family court.

Tardies and Early Dismissals—Students who are tardy to school or leave early disrupt classroom procedures and lose educational time. Tardies and early dismissals will be documented. When tardies and early dismissals equal the time of a full school day, the student will be counted as absent for one full school day.

A student should attend/return to school if the student has a doctor's appointment during the school day.

BICYCLES / SKATEBOARDS / IN-LINE SKATES / SCOOTERS

Students in grades 4-12 may ride bicycles to school. Elementary students must have their parent's/guardian's written permission. Parents/guardians are encouraged to review safety practices with their child and to determine the safest route to and from school. Students are legally required to wear safety helmets when riding their bikes to school. Students should walk their bikes on school property, park their bikes in the bike rack and attach the bike to the rack with a safety lock. The school does not assume responsibility for damages, losses or theft of bikes and related equipment.

Skateboards, in-line skates, roller blades and scooters are not allowed on school property at any time. Any items brought to school must remain in the locker or principal's office.

BULLYING

The Ritenour School District prohibits all forms of bullying, including retaliation against anyone who reports bullying. The District will investigate all complaints of bullying in accordance with Policy JFCF, Bullying. Students, parents and guardians are encouraged to promptly report any instances of bullying to the building principal or another school employee.

BUS CONDUCT

While riding the bus, students are expected to:

- Board the bus carefully, holding onto the handrails, but with a sense of urgency.
- Do likewise when getting off the bus.
- Sit quietly, facing forward, bottom to bottom and back to back.
- Follow the driver's instructions
- Stay in assigned seats except when entering or exiting the bus
- Refrain from throwing objects in or out of the bus
- Refrain from eating or drinking on the bus
- Comply with the District's Student Code of Conduct
- Keep hands, feet and other objects to yourself (KHFOOTY)
- If you must cross the street after exiting the bus, always do so in front of the bus where the bus driver has control over the traffic around the bus.

The school has responsibility for and jurisdiction over students while they are on the bus. The privilege of riding the bus may be temporarily or permanently revoked due to unacceptable behavior on the bus.

BUS TRANSPORTATION

The Ritenour School District has its own district-owned and operated student transportation system. Ritenour provides free bus transportation for students who live a minimum of one mile from school or for any elementary student that must cross a road designated by the Board of Education as a hazardous route. Bus route information is provided at the beginning of the year upon enrollment, after your child has been registered through the Administration Center. Students are permitted to ride only their assigned bus and must board and exit the bus at their assigned stop. Parents are not permitted to ride the school bus with their child or to enter a bus.

Students must be at their bus stop five minutes prior to their stop time.

Buses: Kindergarten & First Grade

A parent, guardian or babysitter must meet kindergartners and first-graders at their bus stop. Older siblings may also meet or walk with kindergartners and first-graders. If no one is available, bus drivers are instructed to return the child to school.

CAFETERIA / BREAKFAST AND LUNCH

Ritenour cafeterias offer students well-balanced, healthy meals that meet science-based, federal nutrition standards limiting saturated fat, age-appropriate portion size and requiring the right balance of fruits, vegetables, milk, grains and meat/meat alternative. Students are offered fresh, canned and/or frozen fruits and fresh and frozen vegetables, whole grains, salads, zero transfats, low fat dairy items, 1 percent flavored and unflavored milk, baked items rather than fried, and healthy cooking and preparation techniques. Child Nutrition and the food service industry are making student favorites healthier, such as pizza on whole grain crust with low-sodium sauce and low-fat cheese and chicken nuggets with whole grain breading and baked rather than fried. Meals are bundled as a unit and students must select full servings of at least three food items offered. Students must choose 1/2 cup of fruit or vegetable serving for lunch. Students may bring their lunch to school, however drinks cannot be in glass bottles. Breakfast is served prior to the start of each school day.

The district's wellness policy and practices apply to all foods and beverages available on campuses during the school day, which include: vending machines, school stores, classroom parties, celebrations, fundraisers, rewards, school events and snacks. Menus are planned and meals are prepared and served by the district's Child Nutrition Department. The department follows the guidelines of the National School Lunch Program and the

National School Breakfast Program, based on the Healthy, Hunger-Free Kids Act of 2010.

Cafeteria Accounts

Each student has his/her own meal account. Students are issued an ID card that is scanned at the cash register and the transaction is electronically connected to the students meal account. MySchoolBucks is an online meal account access available to Ritenour parents to check if their child(ren) have eaten breakfast and/or lunch on any given day. Students can be enrolled at www.myschoolbucks.com.

What's For Breakfast and Lunch?

Printable monthly menus are available on the district website. Daily menus are available on the district app.

Candy / Soda

In the interest of good health and eating habits, parents are encouraged to limit candy and soda students bring to school for lunch. Students are not permitted to bring drinks to school in bottles. Eating and drinking are not allowed in the classrooms.

Wellness

The district is committed to contributing to the good health and total wellness of its students by conducting food service and physical/health education programs that promote positive dietary and lifestyle practices. The programs are an integrated part of the total learning environment and curriculum. They are designed to maximize student well-being and academic achievement.

CELEBRATIONS AND TREATS AT SCHOOL

Treats may only be brought to school for celebrations and parties with permission of the building administrator. All baked goods brought in which are not provided by the Ritenour School District Child Nutrition Services MUST be commercially prepared. No homemade baked goods can be served.

(Continued on next page)

CELEBRATIONS AND TREATS AT SCHOOL—Continued

All foods served must meet the regulations established in the Ritenour School District **Student Allergies – Avoidance, Prevention and Response Policy** which includes providing a complete list of ingredients of all processed foods served. No products containing tree nuts or peanuts are allowed to be served.

Party snacks can be served with fun plates, napkins, cups or straws or have a tasting party where children can vote for their favorite healthy snack. Cookie cutters can be used to make sandwiches or fruit more interesting!

Healthy snack ideas:

- Fruit smoothies
- Fruit kabobs made with a variety of fruits
- Yogurt parfaits with non-fat or low-fat yogurt, low-fat granola and fruit
- Angel food cake topped with fresh fruit
- Light or low-fat popcorn
- Low-fat pudding
- Applesauce or other fruit cups
- Raw veggies served with low-fat dip like salad dressing or hummus
- Berries with low-fat whipped topping
- Bananas or strawberries and chocolate syrup as a dip
- Graham crackers with jam or apple butter
- Fresh apple slices with caramel or yogurt dip
- Raisins or dried fruit such as bananas, apples, peaches, apricots, etc.
- Whole grain tortilla chips and salsa
- Whole grain crackers with reduced-fat cheese

Healthy school celebrations are encouraged. Although foods are generally associated with celebrations, below are some suggestions for non-food activities:

- Have a scavenger hunt for items or information in the classroom or around the school. Have children search for items related to the party theme.
- Provide "free choice" activity time at the end of the day.
- Provide extra recess time.
- Celebrate creatively by setting up craft stations and playing music in the background. Ask parents to provide the supplies such as clay, craft paper, pencils, markers, paints and stickers.*
- Plan special party games.
- Have a dance party.
- Read a children's book related to the party theme.
- Allow children a trip to the treasure box. (Parents can supply it with small toys, books, note pads, paints, etc.)
- Allow students to pick a book of their choice, and ask the principal or a parent to come in and read it.*

*For holiday craft ideas visit: http://www.dltkkids.com/crafts/holiday.html. For a list of children's holiday books visit: http://childrensbooks.about.com/od/holidays/Holidays.htm. More celebration ideas may be found at: http://cspinet.org/new/pdf/healthy_school_celebrations.pdf

If you have any questions, please contact Deana Hill, Director of Child Nutrition Services at hilld@ritenourschools.org or Brittney Scott at scottb@ritenourschools.org.

CELL PHONES & PERSONAL ELECTRONIC DEVICES

Following Missouri Senate Bill 68, signed into law in July 2025, the Ritenour School District has implemented a district-wide policy prohibiting the use of personal electronic communication devices by students during the school day. This plan is designed to support a focused learning environment free from distractions, while maintaining clear expectations and consequences for misuse.

Students will not be allowed to use their phones or personal devices during the school day. All students will be expected to keep their phones and electronic devices put away and out of sight from the morning bell through the afternoon bell at dismissal. This includes class time, passing time, lunch and all open periods, study halls or breaks.

All portable devices used to send, receive, store, or view communication or images are prohibited during the school day, including:

- Cell phones
- Wireless headphones (e.g., AirPods, Beats)
- iPads and tablets
- Smartwatches
- Smart glasses
- Personal laptops
- Gaming devices
- Any other personal electronic communication devices

CHILD CARE

The Mid-County YMCA offers child care services before and after school for elementary students. These services are available at each elementary school beginning at 6:30 a.m. and after school until 6 p.m. Afternoon snacks are included. For more information, contact the YMCA at (314) 962-9450. Scholarships are available for families in financial need.

Parents may also contract with private day care providers who transport children to and from school for before- and after-school care. Parents must confirm that the day care center provides transportation to and from school. Students enrolled in child care services other than the YMCA may not arrive at school before 8:30 a.m. and must be picked up from school no later than 3:35 p.m. YMCA child care services are cancelled on snow days or if school is dismissed early.

CONFERENCES

Conferences between parents/guardians and teachers are extremely valuable to the overall educational process. Parent/guardian conferences are encouraged and can be arranged throughout the school year by contacting your child's teacher to arrange a mutually agreeable time. Scheduled conferences are held twice a year, during first and third quarter. All conference dates are posted on the district's website, www.ritenourschools.org.

COUNSELING SERVICES / SOCIAL WORKERS

School Counseling Services

Full-time school counselors work with students, parents, teachers and administrators to enhance student success in school. Counselors assist students with academic and transitional planning, as well as college and career planning, and social and emotional issues. They may also be a member of and/or work with Student Support Teams (see Student Support Teams) and assist regular and special education staff in evaluating students for special education services. Counselors work with individual students and groups of students and also make classroom visits. Counselors assist students in creating personal plans of study. Counselors do not provide psychological and psychiatric services, however, they may assist families in obtaining such services.

College and Career Counseling

Ritenour employs one full-time college and career counselor to assist students in their college and career planning. The career counselor meets with seniors one-on-one during the first semester and throughout the year, and begin meeting with juniors during the second semester. They also host a college night for all grade levels in September and a college kick-off event for junior families in January. Grade-level college prep sessions are also held on most early release Thursdays and are open to anyone preparing for college after high school.

Social Workers

School social workers complement the work of counselors by working with families and students on home, school and community issues that impact a student's ability to learn and function in the school setting. Social workers work with small groups of students as well as individual students. They assist families in obtaining services from outside professional agencies and make referrals as needed. Social workers are available to assist families in times of crisis.

DISCIPLINE

The district is strongly committed to maintaining a safe, positive and orderly environment that is highly conducive to learning. Good behavior and citizenship are encouraged, acknowledged and positively reinforced. Ritenour employees are expected to model and teach appropriate behavior and expectations. They also have the authority and responsibility to maintain discipline in the classroom, in areas throughout the school, on the bus and at school-sponsored events. School discipline policies are established and consistently enforced in accordance with Ritenour policies and the Missouri Safe Schools Act. Discipline policies are included in this handbook beginning on page 36 and are available in school offices.

DISCRIMINATION AND HARASSMENT

The Ritenour School District is committed to maintaining a learning and working environment that is free from discrimination, harassment and retaliation. Discrimination or harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law is strictly prohibited. The District's Policy AC, Equal Opportunity, Discrimination, Harassment and Retaliation, is included in this handbook beginning on page 52 and on the District's website.

DRESS CODE

Ritenour students are expected to come to school and any school activity dressed neatly in clothes appropriate for the weather and according to district policies. Parents must ensure students dress in a manner that does not affect their safety and welfare, that conforms to generally acceptable school dress, and is not disruptive or offensive. Parents are contacted if a student's dress is considered inappropriate for the school setting. Students repeatedly violating the dress code may be subject to disciplinary action.

Inappropriate school attire also includes distracting make-up or hair color, tattoos that disrupt the educational process, and those items of any organization associated with violence, drugs, intimidation or other criminal activity. Winter coats and hats are not to be worn in the classroom. Students are expected to store these items in designated areas or their assigned lockers. (See LOCKERS)

See Ritenour Board of Education Policy JFC-R for more information.

EARLY CHILDHOOD EDUCATION

Ritenour offers free early childhood education to selected district families. Half-day and full-day classes are offered at the Ritenour School for Early Childhood Education, located at 3580 Woodson Road and at 10901 St. Henry Lane. An enrollment lottery will be held each year for families interested in the program.

A waiting list will be created for students not selected in the lottery.

The School for Early Childhood Education is a program designed to help children in the Ritenour School District grow socially,

(Continued on next page)

emotionally, physically and cognitively through developmentally appropriate activities. Classes are for children who turn 4 by July 31.

The School for Early Childhood Education offers full-day and half-day programs, Parents as Teachers services, and before- and after-care services for full-day students.

EMAIL / VOICEMAIL

All Ritenour teachers have voice and email access in their classrooms. Information, including staff names, voicemail numbers and email addresses, is provided to parents/guardians and is also available by contacting a school office professional.

ELEVATOR / ACCESSIBILITY

Elevators are available in all schools for those persons needing assistance due to disability, illness or injury. In cases of illness or injury, a doctor's note is required and should include the length of time the student will need access to the elevator. A refundable key deposit may also be required.

EMERGENCY CLOSINGS / ALTERNATIVE METHODS OF INSTRUCTION PLAN (AMI)

Ritenour school buildings close because of severe weather or other emergencies only when it is necessary for the safety of students and staff. All parents receive an automated telephone call informing them of any school closure. School closings are also broadcast on local television and radio stations. Closure information is also available on the district website and social media.

Alternative Methods of Instruction (AMI) Plan

Ritenour is not required to make up days when school buildings are closed due to unexpected short-term closures such as inclement weather, illness or utility outages. Instead, the district will implement anAlternative Methods of Instruction (AMI) Plan on these days.

When there is a short-term closure such as inclement weather, families will receive communication from the district letting you know that all students will learn virtually. Students will connect virtually with their teachers for live, real-time learning during school closures. Please note: the district will do its best to give families and staff 24 hours advance notice of a school closure due to inclement weather.

Students should take home devices and other school supplies as needed if there is a potential for school closure due to inclement weather. Please see the schedules below:

Alternative Methods of Instruction (AMI) Closure Schedule:

- Early Childhood: 9 - 9:45 a.m. (Office Hours: 10-11 a.m.)
- Elementary Schools: 8:40 - 11 a.m. (Office Hours: 11 a.m.-Noon)
- Middle Schools and Center for International Learners: 7:30 - 9:50 a.m. (Office Hours: 11 a.m.-Noon)
- Ritenour High School: 9:05 - 11:25 a.m. (Office Hours: 11:30 a.m.-12:30 p.m.)
- Husky Academy: 9:05 - 11:25 a.m. (Office Hours: 11:30 a.m.-12:30 p.m.)

After-school activities such as sports, clubs, scouts, extended learning classes, school-age child care and other community use of buildings are cancelled when school is cancelled. For more information about Ritenour AMI Days, visit www.ritenourschools.org/AMI

Emergency Early Dismissal

Because of the inconvenience and hardship that unplanned early dismissals cause many families, school is dismissed early only when the well-being of students becomes an issue. Examples would be damage to the building from severe weather, equipment or utility failure or other emergency.

In preparation for the possibility of an early dismissal, parents should:

1. Keep emergency contact information at school up to date at all times.
2. Make arrangements for someone to care for children when they arrive home, or
3. Discuss with and arrange in advance for your child to go somewhere else if it is not feasible for them to go home.

Schools follow the procedures below to the extent possible:

- Issue a telephone message, text message and email through the district's notification system.
- Post on social media, such as Facebook and Twitter.
- Announce early dismissals on television and radio stations.
- If the early dismissal is district-wide, release of middle school students is first, followed by high school students and then elementary students so they arrive home as close as practical to their regular time.
- Run bus schedules in the above order if possible.
- Release students only to persons listed on the students' emergency contact list.

After-school activities such as sports, clubs, scouts, extended learning classes, school-age child care and other community use of buildings are cancelled when school is cancelled.

EMERGENCY PREPAREDNESS / SAFELINE

The district has an Emergency Response Information Plan (ERIP) that is activated to protect students, staff and visitors in the event of an emergency or disaster. This inclusive plan is based on state and federal best practices and utilizes a multi-hazard approach to emergency planning.

(Continued on next page)

EMERGENCY PREPAREDNESS / SAFELINE—Continued

Routine emergency drills are conducted to familiarize students and staff with their role and responsibilities during an emergency. Training and drills prepare students to execute facility evacuation, severe weather shelter and emergency lockdown safety procedures.

Safeline

Safeline is the district's safety reporting phone system for individuals to call and report safety concerns. Students, parents, staff, and residents can call anytime they have information about possible illegal activity, a potential threat or any type of safety issue affecting Ritenour students or schools.

Safeline is designed to increase safety at Ritenour schools and school events. The system is an automated voicemail system that is monitored Monday through Friday during school hours. Callers can report concerns to the voicemail account seven days a week, 24 hours a day. However, to report an emergency or an incident needing immediate attention, callers should dial 911 or contact the local police. **Safeline is anonymous** and does not use any caller I.D. devices, although callers are encouraged to leave their names, telephone numbers and detailed information to better allow district administrators to act on the information. Information reported on Safeline is reported daily to school principals and district administrators.
The Safeline number is (314) 493-6205.

ENGLISH LANGUAGE LEARNERS (ELL) / ENGLISH AS A SECOND LANGUAGE (ESL)

An English Language Learners (ELL) program of specialized instruction and assistance is available for students whose native language is not English. Students are assessed to determine their level of English proficiency. More information for ELL students can be obtained from the school principal.

EVERY STUDENT SUCCEEDS ACT (ESSA)
(FORMERLY NO CHILD LEFT BEHIND)

The Ritenour School District fully complies with the federal Every Student Succeeds Act (ESSA) of 2015. More information about ESSA is available at www.ed.gov/essa. Additional information is included in the Parents Right to Know Notice and the Standard Complaint Resolution Procedure included in this handbook (See pages 58 & 59)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student information and records are regulated by the Family Educational Rights and Privacy Act (FERPA). Ritenour School District adheres to stringent guidelines to protect private information of all students in accordance with the law. The District's FERPA Policy is explained on page 53-54.

FIELD TRIPS

Field trips enrich instruction and help introduce or conclude a unit of study. Students must have a permission slip signed by a parent/guardian to go on a field trip. For the safety of students, verbal permission is not permissible. Parents who have questions about their child's ability to participate in a specific field trip should contact the field trip organizer and the school principal. Adult volunteers that assist with field trips must complete a Volunteer Application before participating. See VOLUNTEERS on page 27 for more information.

FUNDRAISING / COMMUNITY SERVICE PROJECTS

Fundraising

Students participate in fundraising activities each year. These projects are coordinated by the school parent-teacher organization, activity director, athletic director or other district employee, and must have approval of the principal.
Ritenour School District cannot assume responsibility for lost or stolen fundraising items or money.

Community Service Projects

Ritenour students have a long history of helping others through community service projects. Students participate in school-wide and classroom service projects that help community, state or national organizations such as the American Cancer Society, the Christmas Carolers' Association, the American Heart Association and the Ronald McDonald House. Community service projects are a vital part of the district's commitment to teaching its students to be good citizens.

GIFTED PROGRAM / CENTER FOR GIFTED LEARNERS

Ritenour's Gifted Program is available for academically talented students at the elementary and middle school level. All elementary students in the gifted program will attend classes one day a week at the Ritenour Center for Educational Excellence, located at 10901 St. Henry Lane in St. Ann. Students will be with gifted students in their grade level from other Ritenour elementary schools at the center, giving them the chance to develop new friendships with peers they otherwise would not meet until middle school. For the remainder of the week they will attend regular classes at their home elementary school. Gifted classes at the middle school will take place during social studies time, allowing middle school gifted teachers the ability to teach social studies while incorporating other subjects, such as science and mathematics. Students are expected to design and create complex projects. At the high school level, students may choose from a wide array of advance placement and college-level courses.

GRADUATION REQUIREMENTS (RITENOUR HIGH SCHOOL)

Ritenour High School seniors must complete 24 credits in order to graduate. The Missouri Department of Elementary and Secondary Education requires 24 credits for graduation.

HEALTH SERVICES

School health services are provided by registered nurses, licensed practical nurses and trained health office personnel to care for minor injuries and health issues and to assist with health-related emergencies and health screenings. The health care team is responsible for maintaining health records and contacting parents concerning students' health problems. Parents are encouraged to contact the school health office if a child has any special medications or restrictions. The school health care team is not authorized to provide diagnoses for students or families nor to be a substitute for family physicians or regular healthcare providers.

HEARINGS

Students are sent to an administrative-level hearing by the building administrator for major disciplinary infractions that may require more than 10 days of suspension out of school. When suspended for 10 days with a recommendation for a superintendent's suspension, an office professional from Ritenour's Central Office will contact you to set a time for your family (parent(s) and student) to meet with the Assistant Superintendent or his/her designee. During the hearing, the school administrator and student each present an account of the event that led to the suspension to the Assistant Superintendent or his/her designee. A hearing outcome ranges from the student returning to school, with or without a behavior contract to additional days of out-of-school suspension (up to 180 days) and/or a recommendation to the Board of Education for expulsion. Families are required to attend the student's hearing at the time designated by the office professional. A delay in attending the hearing can cause a delay in the child's return to school.

In the event of a suspension longer than ten days, a family may appeal the suspension to the Board of Education. A hearing will be conducted in accordance with Board of Education Policy JGD, Student Suspension and Expulsion. Similarly, a hearing will be conducted by the Board of Education in the case of a recommendation for expulsion.

HOME - SCHOOL COMMUNICATION

BusRight Parent App

The Ritenour School District is committed to providing safe, reliable transportation for our students. To help families stay connected, the district uses the BusRight Parent App, which allows parents and guardians to track their child's school bus in real time using a smartphone or tablet.

The app provides estimated arrival times, notifications when the bus is approaching the stop, and updates about delays or route changes.

The BusRight Parent App is available as a free download from the Apple App Store and Google Play. Families will receive an email with instructions from the Transportation Department on how to register and connect to their child's route before the start of the school year. Please make sure your contact information is current so you can receive important transportation updates.

District Electronic Newsletter (Inside Ritenour)

"Inside Ritenour" is Ritenour School District's monthly electronic newsletter. Anyone may sign up for the newsletter by visiting www.ritenourschools.org. The e-newsletter includes district news, upcoming event information and stories about Ritenour students, staff and alumni.

District Website (www.ritenourschools.org)

Ritenour's website is a great resource for parents and students. In addition to the district site, each school has its own site that features photos, school events and a school calendar. The mobile-friendly website is designed to be easy to navigate and use on any device. Use your laptop, tablet, smartphone or any mobile device to quickly find whatever you're looking for. Can't find something? Use the search tool in the upper right corner. No matter what page you're on or how far down you scroll, the main drop-down links stay with you for quick and easy access.

Notification System

Keeping parents informed is a top priority of Ritenour School District because we know good communication is important to our families. The district utilizes a rapid notification system that allows us to send telephone, email and text messages to you providing important information about school events or emergencies.

The system notifies families of school delays or cancellations due to inclement weather and reminds parents and students about various events, including report card distribution, open houses, field trips and more. In the event of an emergency at school, parents can have peace of mind knowing they are informed immediately by phone, email and text message.

The successful delivery of information is dependent upon accurate contact information for each student, so please make certain the most current phone numbers are on file at the school at all times. If contact information changes during the year, please let your school secretary know immediately.

If you think you missed an important phone call from your school or the district, our rapid telephone notification system allows you to replay missed messages.

Messages can be replayed by calling toll free (855) 473-7529.

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Parent Portal / Grades

An Internet-based, real-time program allowing parents/guardians to view their child's attendance, grades, classwork, schedule, transcripts and credits and teacher email addresses. This program is also used to communicate other important academic and student information including homework assignments.

Peachjar Electronic Flyer Delivery

The Ritenour School District delivers school information and approved flyers from community organizations electronically through the Peachjar electronic flyer delivery system. School-approved eflyers will be emailed directly to you. Additionally, you can view these eflyers by clicking the Peachjar button on your school's website.

If you provided your email address when you registered your child for school, then no action is required on your part. You will receive a welcome email from our service provider (Peachjar) that includes a username and password if you do not already currently have an account. This is provided to give you the opportunity to manage your account and flyer delivery preferences.

This system is used exclusively for distribution of school-approved flyers. Your email address will not be shared or used for any other purpose.

HOMEWORK

Students receive homework assignments as an important extension of the learning that takes place at school. Homework provides opportunities for independent study, research and creative thinking. Properly designed, homework also helps students develop responsibility, independence and time management skills. Students should expect to have homework most evenings. Parents can help their children by arranging a quiet, comfortable place to work and ensuring assignments are completed and returned to school on time.

Parents are encouraged to contact teachers and check the Parent Portal or homework hotline to make sure their child is current with assignments. If a child is absent, parents should contact the school secretary, preferably early in the morning, to request and make arrangements to pick up homework. Homework can also be sent home with a sibling.

IDENTIFICATION CARDS

As part of the district's safety program, all middle and high school students and district employees are required to wear an identification card (ID) while on school premises. Cards are issued to students at the beginning of the school year. Students also use their ID's to access their cafeteria accounts and check out school library books. Students are responsible for reporting lost or damaged ID cards to the school office, which replaces them for a small fee. Students are subject to disciplinary consequences for not wearing their ID cards or for refusing to allow a staff member to check the ID or surrender it upon request.

ILLNESS

Regular attendance is strongly encouraged; however, children should not come to school if they have any of the following symptoms:

- 100 degrees or higher fever in the previous 24 hours
- vomiting in the previous 24 hours
- diarrhea in the previous 24 hours
- unidentified, weeping and/or rapidly spreading skin rashes

Parents are asked to call the school to report any student absence due to illness. In most cases, students may return to school after they have been fever-free (without fever-reducing medication), vomiting-free, and diarrhea-free for at least 24 hours. Students prescribed antibiotics should generally receive at least 24 hours of treatment before returning to school, unless otherwise directed by their healthcare provider. Contact your school nurse if you have questions. (See ATTENDANCE)

IMMUNIZATIONS / PHYSICAL EXAMS / DENTAL / VISION / HEARING

Immunizations

Missouri laws require all children to have up-to-date immunizations to attend school. Documentation of either proof of immunizations, medical exemption or state issued religious exemption must be on file with the school nurse according to Missouri Department of Health and Senior Services requirements.

Physical Examinations

Students are strongly encouraged to have a physical examination before entering kindergarten, third, sixth and ninth grades and provide proof of the exam, which is kept by the school nurse. Students new to the district should have an examination prior to their first day in school.

A current physical examination is required for participation in high school athletics, flag corps, marching band and cheerleading. Under MSHSAA guidelines, physicals are valid for two years from the date of the exam unless the physician notes otherwise. The MSHSAA Medical Eligibility Form, completed and signed by the healthcare provider, must be submitted to the coach/sponsor prior to the first practice. All other MSHSAA pre-participation documents (medical history, parent permission/insurance verification, student agreement, concussion education signatures and emergency contact information) must be completed annually. Missouri State High School Activities Association guidelines require students to have proof of medical insurance coverage to participate in the activities listed above. Participation in the football program requires a specific rider covering football. Students must attend a specified number of practices before playing in an interscholastic game.

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PHYSICAL EXAMINATIONS—Continued

To participate in competitive sports at the high school, students must also complete an interscholastic consent form. The Medical Eligibility Form must clearly state the student is medically eligible for participation without restriction. Both forms are available from the High School Activities Office, (314) 493-6135.

Dental

Parents/guardians are encouraged to include regular dental examinations as a part of their child's ongoing healthcare program. Ritenour School District has partners with a mobile dental provider to make obtaining dental care for students more convenient. Please contact your school nurse for more information.

Vision and Hearing Screenings

Vision and hearing screenings are administered to students as recommended by the Missouri Department of Health and Senior Services.

INSURANCE

The Ritenour School District does not carry accident insurance for individual students except for catastrophic coverage for summer sports. The district is not generally held legally liable for accidental injuries sustained by students while at school or participating in school-related activities. High school students must provide medical insurance information to participate in competitive athletic activities, interscholastic activities, open gyms, etc. Individuals participating in the school-sponsored football program must have a specific rider covering football. (See IMMUNIZATIONS/PHYSICAL EXAMS)

LIBRARIES / MEDIA CENTERS

As part of the district's ongoing commitment to technology, all Ritenour libraries/media centers are computer-equipped and have access to the Internet. A full-time library/media specialist provides instruction in research, reference and technology skills. Each library features reading areas and boasts a wide assortment of books, magazines and STEM materials featuring a variety of topics specially selected for students of all reading levels and interests. Students may check out books to read at home or at school. Lost or damaged books are subject to full replacement costs.

LOCKERS

Lockers are provided to middle and high school students to assist them in securing books, coats, hats and other personal items while at school. Lockers are the property of the Ritenour School District and the district retains the right to inspect a locker at any time.

- Lockers are not shared by students.
- Padlock combinations are not shared with other students.
- Students are responsible for keeping lockers clean and neat with no stickers, decals, tape or other items that could damage the locker.
- Always check to make sure padlock is secure before leaving locker.
- At the high school, students keep the locker assigned to him/her all four years.

MEDIA RELEASES

As a means of sharing information with the community, residents and parents, the Ritenour School District actively works with the media to publish or broadcast stories and photos. School events, classroom projects, academic programs and student and staff accomplishments are often featured in newspapers and magazines, on television and radio and on district sponsored social media. Parents/guardians who do not want their student's name or photo included in these types of promotional activities must notify the school in writing and indicate their choice on the district enrollment form.

Directory Information

The high school is required to provide directory information to branches of the armed services each year. Parents/guardians can elect not to have this information released by notifying the school as per the Family Education Rights and Privacy Act (FERPA).

MEDICINE AT SCHOOL

Parents/guardians are strongly encouraged to give medication to children at home if at all possible. However, if medication is required during school hours, please contact the school nurse or other school personnel and provide the following information:

ALL Medications Administered at School

Medication will be administered at school only with written physician and parent permission. This includes prescription as well as over-the-counter medications. All medication must be delivered to and from school by a parent/guardian or other adult designated responsible by the parent/guardian. With the exception of certain Emergency Medications, students are not allowed to self-medicate at school.

For medication to be administered at school, the following must occur:

- Physician completed medication form, which may be obtained from the school nurse. This form must also be signed by the parent/guardian.
- Over-the-counter medication MUST be in the original container with dosing and prescribing information.
- Prescription medication must be in the original prescription bottle or container indicating the following:
  - –Child's name
  - –Date prescribed/bottle must be current prescription
  - –Name of medication and purpose if medication is used "as needed"
  - –Time, frequency and manner administered

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–Dosage
–Side effects and emergency instructions, if appropriate

The first dose of any new medication will not be administered by school personnel.

Self Administration of Medication

A physician may recommend that an individual student with a chronic health condition, such as asthma or other potentially life threatening illness, assume responsibility for his/her own medication as prescribed by the physician. The school will permit such a student to self-administer medication for a school year as prescribed by the physician provided that:

- A physician certifies in writing that the student has asthma or other potentially life-threatening illness, is capable of and has been instructed in the proper method of self-administering the medication and has been informed of the dangers of permitting others to use the student's medication.
- The parent provides the school with written authorization for self-administration of the medication, a written history of the student's experiences with the illness and a plan of action for addressing any emergency situations that could reasonably be anticipated as a consequence of administering the medication and having the illness.
- A student's IEP or 504 may provide for a student to self-administer. In such cases, the school reserves the option also to require approval by a licensed health-care provider.

Neither the district nor its personnel shall incur liability due to adverse effects of medication administered as authorized by the parent and/or physician.

PARENT-TEACHER ORGANIZATIONS

Each Ritenour school has a strong and effective parent-teacher organization that actively supports its school and students. The organization works with the school principals and teachers to promote cooperative learning efforts, good communication and student recognition. They organize fundraising events and coordinate activities during the school year. Officers are selected annually and meetings are regularly scheduled.

PARKING

Visitor parking is available on school campuses in designated parking spots. In most cases, visitor parking is not accessible when students are arriving and departing.

Parents driving students to Ritenour High School should drop students off in the main parking lot in front of the auditorium. This is the same area for student pickup after school. Parents will need to enter campus using Bristol Avenue off Woodson Road and exit through the gate behind the auditorium, onto Tudor Avenue. To keep students safe, keep traffic moving and to not interfere with the school buses, please do not drop your students off in front of the school near the main entrance or let them out on Bristol Avenue at the west end of the campus. Please drop them off in front of the auditorium at the designated area. Student parking for Ritenour High School will be available in two areas: on campus and at the off-campus parking lot across from St. John City Hall. Parking in either area is by permit only. Eligibility for on campus parking permits is based on attendance rates. To be able to park on campus, a student must have maintained a 90 percent attendance rate for the previous school year. Parking permits are issued for the school year. Applications for parking in either area are available in the RHS Activities Office. To apply for a parking permit, students must submit a completed application, proof of current insurance, and the student's current valid driver's license.

Once the application is approved, a registration fee must be paid. The fee is higher for on-campus parking. Parking permits are issued at the discretion of the RHS administration.

Parking permits are not transferable and must be displayed in the vehicle at all times. Any infraction of the parking rules and regulations will result in disciplinary actions, including monetary fines and the possible loss of parking privilege. Illegally parked vehicles may be towed without notice at the owner's expense.

All parking spaces are the property of the Ritenour School District, and any vehicle parked on school property may be searched. Vehicles must be locked at all times when not occupied, and owners are responsible for the vehicle and its contents. The Ritenour School District will not be liable for any damages on either lot. Students park at their own risk.

Many of the streets surrounding the high school have parking restrictions which are enforced by the respective municipalities. Students should be aware of those parking restrictions before parking in the streets surrounding the high school.

PERSONAL PROPERTY / MONEY / VALUABLES

Personal Property

To prevent loss, all items (coats, shoes, backpacks, etc.) should be marked with the student's name. A lost-and-found box is maintained at each school for lost personal property. Ritenour School District does not assume responsibility for lost or stolen items.

Money/Valuables

Students should bring only as much money to school as is necessary for school-related functions. Valuable items such as jewelry, collectibles, heirlooms, electronic devices, etc. should not be brought to school since the school cannot be responsible for lost, damaged or stolen items.

PHOTOGRAPHS

As a service to parents, each year the school arranges for a commercial photographer to take individual student photos. Photo packages are available for families to purchase. Purchasing photographs is strictly optional.

PROBLEM-SOLVING

If a student experiences a problem which they are unable to resolve, parents are encouraged to contact the school. The child's teacher, counselor or the school secretary is usually an appropriate first contact. Assistant principals, principals and other district officials are also available at any time to assist with questions or concerns.

REPORT CARDS / PROGRESS REPORTS

Student learning is monitored in the Ritenour School District in many ways. Teachers communicate with parents during the school year to report both academic accomplishments and concerns. Please contact your child's teacher or the school principal at any time regarding academic progress.

In a Competency-Based System, families may notice that their students do not receive letter grades on their report cards. Without the grades, families may often ask teachers for help in determining if their child is performing well in school. In Ritenour School District, it is a student's progress that matters.

- Progress Reports are provided at the end of Quarter 1 (October) and Quarter 3 (March)
- Report cards are provided to parents at the end of each semester (January and May)
- Progress Reports and Report Cards are generated through the Empower Learning Management System.

Go to pages 30-33 for an explanation of the new grading system.

The benefits of a Competency-Based System:

- **Learn at a customized pace**—progressing quickly in strength areas, and receiving extra help from teachers in areas of challenge
- **Master knowledge and skills**—demonstrating confidence and ability in one area of knowledge and skills before moving on to the next
- **Real-time student information**—at any time, parents and teachers can see where a student is excelling and where they need additional time and extra help in order to grow

Benefits of Competency-Based Education for Students:

- Learning goals are clearly defined and aligned with Missouri Learning Standards
- Students are offered multiple opportunities to demonstrate proficiency
- Students monitor their own progress toward the achievement of specific goals
- Specific feedback on progress helps build self-esteem and motivation for students
- Promotes a growth mindset and a culture of learning vs. earning credit

Benefits of Competency-Based Education for Parents:

- Report cards are less mysterious and have more meaning
- More accurate representation of your child's learning and mastery of their learning
- Parents are aware of exactly what their child knows and is able to do, and the next steps for progress
- Parents know what areas their child needs more support and can help set goals.

SAFE DRINKING WATER - LEAD NOTICES

The Ritenour School District is committed to the safety and well-being of our students and staff and is complying with the new Missouri state law, *Get the Lead Out of School Drinking Water Act*. The Missouri Legislature passed the *Get the Lead Out of School Drinking Water Act* in the spring of 2022. Lead is a toxic metal that can be harmful to human health even at low exposure levels. Lead is persistent, and it can bio-accumulate in the body over time.

Young children, infants and fetuses are particularly vulnerable to lead because the physical and behavioral effects of lead occur at lower exposure levels in children than in adults. A dose of lead that would have little effect on an adult can have a significant effect on a child. In children, low levels of exposure have been linked to damage to the central and peripheral nervous system, learning disabilities, shorter stature, impaired hearing and impaired formation and function of blood cells.

Provisions of the *Get the Lead out of School Drinking Water Act* dictate that during the 2023-24 school year, all schools must provide drinking water that has a lead concentration level below five (5) parts per billion (ppb). On or before January of 2024, schools must identify all outlets for drinking water or for all cooking purposes and then develop a plan for testing of those water sources. Before students return to school in August of 2024, all testing must be done and a plan developed for any needed remediation. This plan is publicized on the Ritenour website:www.ritenourschools.org/about-us/notices.

SCHOLARSHIPS

A variety of scholarships are available to Ritenour High School students through the school and various local, state and federal agencies. Students may apply for many of these scholarships by completing the "Ritenour Uniform Scholarship Application", which enables applicants to be considered for all scholarships listed in the application which they apply for. This application form is available on the Scholarship Central website in January and must be completed by the end of March. Students may also access the "Ritenour Uniform Scholarship Application" and other scholarship information by going to the Scholarship Opportunities page within the College and Career Center (E3 Button) on the high school website.

SCHOOL RESOURCE OFFICERS / DARE

The Ritenour School District, in conjunction with the cities and police departments of St. John and St. Ann assign School Resource Officers (SRO) to Ritenour High School and Hoech and Ritenour Middle schools. Officers from these municipalities, as well as Overland, conduct the Drug Abuse Resistance Education (DARE) program as a part of the elementary school curriculum in the fifth grade.

SROs contribute to and increase the overall security of the schools in a number of ways. In addition to being a liaison between the schools and law enforcement and being available for emergencies, the SROs contribute to the curricular and co-curricular programs and activities. They make classroom presentations, sponsor special programs, provide specialized counseling services, serve as consultants to administrators, assist with drug and alcohol awareness, help with safety planning, traffic and parking issues, personal safety, violence prevention and other issues. The SRO offices are located near the main office at Ritenour High School and Hoech and Ritenour Middle schools.

SEXUAL HARASSMENT UNDER TITLE IX

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

For more information, view District Policy ACA – Sexual Harassment Under Title IX, which includes grievance procedures.

Inquiries should be directed to the Title IX Compliance Coordinator below.

Inquiries regarding Title IX:
Dr. Mike LaChance, Assistant Superintendent for Human Resources & Title IX Coordinator
2420 Woodson Road | St. Louis, MO 63114 | (314) 493-6062
Email: lachancem@ritenourschools.org

Any person who is unable to resolve a grievance arising under Title IX addressed in District Policy AC may contact the Office for Civil Rights, Region VII, One Petticoat Lane 1010 Walnut Street, Suite 320, Kansas City, MO 64106;
telephone (816) 268-0550; email OCR.KansasCity@ed.gov.

SMOKE-FREE / TOBACCO-FREE CAMPUSES

All Ritenour school buildings and grounds are designated smoke-free and tobacco-free. Parents and visitors are reminded that smoking or use of tobacco products, including electronic products, is not permitted on school property at any time while visiting students or during school-sponsored field trips or activities.

SPECIAL EDUCATION SERVICES

In cooperation with the Ritenour School District, the Special School District of St. Louis County (SSD) is responsible for providing instruction and services to students with disabilities. To receive services, students must qualify under the provisions of the Individuals with Disabilities Act (IDEA). Disabilities include but are not limited to learning disabilities, speech and language impairments, physical disabilities, emotional handicaps and sight and hearing losses. In most cases, SSD teachers and specialists provide services in the student's home school setting and work in close partnership with the Ritenour staff.

Either parents/guardians or teachers may initiate a request for services, which is followed by interventions and testing to determine whether an evaluation for services is warranted. If parents/guardians have questions about services, they may contact their child's teacher, counselor or building principal.

The Ritenour liaison and SSD director for special education can also be reached at (314) 493-6074. Questions about transportation provided by SSD should be directed to (314) 989-8160.

STUDENT / PARENT RIGHTS (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents and students who are 18 or emancipated minors ("eligible student") certain rights regarding the conduct of surveys, collection and use of information for marketing purposes and certain physical exams. The District's PPRA policy, Policy JHDA, Surveys of Students, is included in this handbook.

STUDENT RECORDS

Student records are maintained in the principal's office. They may be reviewed by parents/guardians and by educational staff with a need to know. All student records, except for directory information, are confidential in accordance with Board Policy and Regulation JO and state and federal law. Records and information from records are not released unless the parent/guardian completes a permission form, which authorizes release of information as designated, and except to other schools and agencies as required by law. In accordance with policy, parents/guardians may insert statements into school records in instances where they do not agree with the records.

STUDENT SUPPORT TEAMS

A Student Support Team consists of staff members who meet regularly to identify students who demonstrate academic, behavioral, attendance, social, emotional or health-related concerns, which severely inhibit their success in school. The team formulates research-based interventions beyond those strategies already conducted by the students' teachers without acceptable results. A teacher, school counselor, social worker, administrator or parent can refer students to the team. Parents are informed when their child is referred to the team and encouraged to play an active role in developing and supporting the plan.

TECHNOLOGY / LEARNING DEVICES / INTERNET

Technology/Learning Devices

Ritenour is a 1:1 school district where all Ritenour K-12 students are issued a Chromebook. The district also makes available to students internet hotspots to those who need internet access for school work and projects. Please contact a school office professional with any needs or questions

Computers and other technology resources are an integral part of the district's curriculum and students must meet specific skill requirements for each grade. All district computers have access to the Internet for research and instructional purposes only.

Technology Assistance

For help with Google accounts for all grades, as well as support for devices issued to students, please email techsupport@ritenourschools.org or call (314) 493-6085.

Technology Usage Regulations

Ritenour is committed to providing access to technology tools to enhance teaching and learning. It is necessary that faculty, staff, and students abide by federal and state laws and district regulations governing the use of the district's technology. Accordingly, staff members, students, and their parents must acknowledge their agreement to abide by these requirements by completing an application/permission form to use district systems. The form will be provided to families in online back-to-school packets each school year.

Users should be aware that all information stored on district technology resources, including files deleted from a user's account, and all use of technology are subject to access, monitoring, review, and interception by authorized district personnel at any time. Inappropriate use of district technology may result in the withdrawal of the privilege and/or disciplinary or legal action.

Optional Technology Insurance Plan

An optional insurance plan is available to Ritenour families through a company called One2One Risk Solutions. The annual cost of the optional insurance is $20 per device and is due when the Chromebook is issued for that school year. All families should register with One2One Risk Solutions online and either accept and pay for insurance or decline coverage. Visit for more information, please visit: https://www.ritenourschools.org/programs/11-chromebooks/chromebook-insurance-tech-agreement

Artificial Intelligence (AI) Guidelines

In the Ritenour School District, we recognize advancements in technology and the potential benefits it can bring to our educational system. As we navigate the ever-evolving landscape of technology, we recognize that innovative tools like artificial intelligence (AI) have the potential to enhance classroom instruction and improve student learning outcomes. Moreover, it is essential to approach AI use with careful consideration and adherence to the district's mission, vision, values, and policies in a lawful and ethical manner.

Board of Education policies EHBD and EHBD-AP regulate student use of AI. These policies state that students and staff may only use AI products that are approved by the district.

According to district policies and the AI Use Plan, students and employees are strictly prohibited from engaging in the following uses of AI:

- Using AI in a way that violates any district policy or applicable law;
- Inputting into any AI any confidential or critical data, as defined in policy EHBD, or any other confidential information unless the AI coordinator has approved the use as safe, appropriate, and legal;
- Using AI to violate the instructions or requirements of any assignment;
- Representing AI-generated content as their own work;
- Using AI to create or disseminate false information on matters or events of public importance;
- Using AI to create any altered image or voice of any person without obtaining that person's permission;
- Using AI when not allowed by teachers on assignments and projects;
- Using AI to generate any material that is obscene or harmful to minors;
- Using AI to harass, embarrass, defame, misinform, or otherwise harm any person;
- Using AI to cause disruption to district operations, including instruction;
- Using an AI product that the AI Use Plan does not permit; or
- Using AI to negatively affect the district or in a way that causes harm.

More information and resources can be accessed at: www.ritenourschools.org/ai

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Internet

The Internet is an important resource for the district's academic program. Teaching students proper and safe usage of the Internet is also a basic and vital part of the district's technology program. Students who violate the terms of this agreement may have their Internet privileges revoked and be subject to disciplinary action. The district operates an internet filtering system for online access to appropriate content for students. The district's internet filtering system is employed as well to block inappropriate internet sites, yet there is no guarantee all inappropriate sites will be inaccessible.

TELEPHONES

Telephones are important elements in the district's safety and communication plans and are located in offices and each classroom. These telephones are for school business and are generally not available for student use during the school day. In case of an emergency, parents who wish to get a message to their child may call the school office and the message is delivered to the student. Parents are encouraged to coordinate their child's schedule and any after-school activities prior to the school day. Students are encouraged not to bring cell phones to school since their use is permitted only before and after school, unless specifically authorized by an administrator. If used otherwise, they will be taken from students and held for parents to pick up later. The school is not responsible for lost and/or stolen cellular phones or other electronic devices.

TESTING

The Ritenour District administers a broad range of assessment tools to monitor student progress in addition to the state-mandated Missouri Assessment Program (MAP). Exams are administered as ongoing diagnostic and instructional tools to measure instruction and learning as well as for screening purposes. In addition to formal testing measures, students are assessed through innumerable informal daily exchanges between teacher and student, screening programs, curriculum unit tests, portfolios of student work and the assignment of numerical and letter grades for coursework, as well as by standards-based reporting that constitutes a cumulative academic record for each student.

Grade Level Assessments

Grade Level Assessments, developed by the state of Missouri, are mandated at grades 3-8 in English Language Arts, Mathematics and Science (grades 5 and 8). The results indicate how well students have achieved according to levels established by the state rather than in comparison to other students nationwide.

End-Of-Course (EOC)

At the high school level, end-of-course examinations in Algebra, English II, Biology, Government and Personal Finance are mandated by the state.

ACCESS for English Learners

The state required yearly language assessments for all students identified as English Learners is given on an annual basis to measure English language development in listening, speaking, reading and writing in content areas.

TEXTBOOKS / OTHER MATERIALS

Students are entitled to the free use of resource materials to support learning. Books and other non-consumable materials distributed to students must be returned in good condition at the end of the school year. Students are required to pay the replacement costs for lost books and other resource materials or for damage in excess of normal wear from use for the year.

VISITORS

Parents are welcome at school and are encouraged to visit. Upon entering the building, parents are required to report to the school office, sign in and obtain a visitor's badge. The safety and security of all Ritenour students and staff members is the district's top priority. During the school day all exterior doors, including main entrances, are locked. All Ritenour schools have a video intercom system at each main entrance.

To enter the school during the day, please push the button on the video intercom system. A member of the school's office staff will greet you and ask you for your name and additional information. Visitors will then be "buzzed in" and the door will be unlocked. Visitors will report directly to the front desk near the main entrance and you will be asked to sign in and receive a temporary visitor's badge. If necessary, you will be escorted by a member of the office staff to the classroom or other location in the building. Please do not be offended if a staff member asks to see your visitor badge.

As a courtesy to the teacher, parents are asked to contact their child's teacher and/or building administrator before a classroom visit, especially to observe your child. At no point while observing your child is a parent permitted to observe, take notes, record the actions of, or discuss the behaviors of other children in the classroom. Such behavior by the parent could be deemed as violating the privacy rights of that student and may have actionable consequences by local law enforcement agents.

If a parent wishes to confer with a teacher, the parent is asked to schedule an appointment at a time that does not interfere with the teacher's classroom instructional schedule. Many parents enjoy eating lunch with their child during a visit to school. Please check with the teacher or office for scheduled lunch periods. Parents are discouraged from using schools as custody visitation sites. Any visitor to the school who engages in conduct that is disruptive to the learning environment may be asked to leave and restricted from future visits.

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VISITORS—Continued

Visits by school-age students, including relatives and friends of Ritenour students, are not permitted, except for those scheduled for educational purposes and approved by an administrator (such as new students enrolling and touring the building). Students are also not permitted to bring babies or young children to school during school hours.

At no time is the use of cell phones or other electronic devices allowed to capture images or voices of students or staff while visiting.

VOLUNTEERS

As part of the district's ongoing efforts to ensure student safety, all volunteers in the Ritenour School District must complete a Volunteer Application Form. Background checks are completed annually for anyone where the potential exists for the individual to be alone with children.

The Ritenour School District reserves the right, in its sole discretion, to refuse a volunteer from serving in a position based on the results of the background check if it is in the best interest of the students and school.

Volunteers are expected to follow all Ritenour Board of Education and building policies and procedures, including confidentiality of student information.

The Volunteer Application link can be found by going to www.ritenourschools.org and clicking on the “Community” tab and selecting “Volunteers.”

Once complete, the form will be processed by Ritenour’s Human Resources office and results take approximately two weeks. **Please note**: During the peak season (August-November), the process can take longer.

Volunteer background checks are only good for one year. Background checks are completed annually.

WITHDRAWALS FROM SCHOOLS / FORWARDING RECORDS

Families who plan to move out of the Ritenour District should notify a school secretary as soon as possible. Official student records are forwarded upon written request from the new school. If the child is under 17 and a request from the new school is not received within five to 10 business days, a call to Children’s Division may occur to report educational neglect.

Grading System

GRADING SYSTEM / REPORT CARDS / PROGRESS REPORTS

All levels (K-12) use Competency-Based Grading indicators rather than letter grades based on mastery of grade-level academic standards. Students are expected to master Proficiency Scales that are based on Missouri Learning Standards. Each Proficiency Scale has criteria for students to master at different levels. The goal is for students to be at a 3.0 for each proficiency scale.

Below is a generic proficiency scale:

Score 4.0	More complex learning goal	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	Target learning goal	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 contect
Score 2.0	Simpler learning goal	
	Score 1.5	Partial success at score 2.5 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content, but not at score 3.0 content
Score 0.0	Even with help, no success	

Ritenour High School Students:

Ritenour High School students will still receive Letter Grades on report cards and will use the following marks to indicate academic progress.

A = Excellent	D = Inferior	U = Ungraded
B = Superior	F = Failing	NG = No Grade
C = Average	P = Pass	

Earning Credit at Ritenour High School in a Competency-Based System

For a student to receive "Credit" for a course at Ritenour High School, they must receive a 2.0 on AT LEAST 75% of their Proficiency Scales for the given course.

Example 1: 4 Proficiency Scales for a Course where a student EARNS Credit

Proficiency Scale #1	Proficiency Scale #2	Proficiency Scale #3	Proficiency Scale #4
Score 2.0	Score 2.5	Score 3.0	Score 1.0

In this example, this course has 4 Proficiency Scales. This student has at least 75% of their Proficiency Scales at a 2.0 or higher. **Credit is Awarded** for this course and the Final Grade is a 2.125 or a "C" using the conversion chart below:

EMPOWER COURSE SCORE	POWERSCHOOL LETTER GRADE
3.0 and above	A
2.5 - 2.99	B
2.0 - 2.49	C
Less than 2.0	D

Example 2: 4 Proficiency Scales for a Course where a student DOES NOT EARN Credit

Proficiency Scale #1	Proficiency Scale #2	Proficiency Scale #3	Proficiency Scale #4
Score 1.0	Score 4.0	Score 1.5	Score 2.0

In this example, this course has 4 Proficiency Scales. This student DOES NOT have at least 75% of their Proficiency Scales at a 2.0 or higher. **Credit is NOT Awarded** for this course and the student would not receive credit for this course.

EMPOWER COURSE SCORE	POWERSCHOOL LETTER GRADE
3.0 and above	A
2.5 - 2.99	B
2.0 - 2.49	C
Less than 2.0	D

Citizenship Grades

Middle and high school students earn citizenship grades based on their behavior, respect for authority, respect for property, consideration of others, and work habits.

Progress Reports

Progress reports are sent to parents/guardians of elementary and middle school students at mid-quarter if a student is performing significantly below his/her abilities or below expectations. Ritenour High School issues quarterly progress reports. Teachers are encouraged to provide progress reports if a student shows significant improvement in the classroom. Parents can also access their child's academic progress through the Empower Learning Management System.

Level Up Your Learning!

Students are encouraged to "Level Up" their learning by making progress from one level of the proficiency scale to the next level. We want to celebrate when students move from a "2.0" to a "3.0".

Course Scores and Letter Grades

A course score is created by adding up all the final scores for each proficiency scale and then dividing by the total number of proficiency scales for a course.

A student may receive the marking of "IE" on an assignment, assessment, task, project, etc. This means that there was **Insufficient Evidence** of learning.

empower LEARNING COURSE SCORE	PowerSchool LETTER GRADE
3.0 and above	A
2.5 - 2.99	B
2.0 - 2.49	C
Less than 2.0	D

Sample of what a Progress Report and Report Card will look like from Empower:

Subject Area

Name of Proficiency Scale

Proficiency Scale Score

		0.0	0.5	1.0	1.5	2.0	2.5	3.0	MP	3.5	4.0
Social Studies											
People, Groups & Cultures (Social Studies)											
11-1 Government Basics	2.0										
11-11 American Politics	3.0										
Governance Systems (Social Studies)											
11-10 Public Policy and Civic Responsibility	4.0										
11-5 Federalism	3.0										
11-6 Missouri Constitution	1.5										
11-7 the Legislative Branch	3.0										
11-8 The Executive Branch	3.0										
11-9 The Judicial Branch	3.5										
History: Continuity and Change (Social Studies)											
11-2 The Principles of American Government	3.0										
11-3 The Beginnings of the American Government	2.0										
11-4 The US Constitution	3.0										
Average for Social Studies	2.82										

Empower Course Score

Discipline Policies

STUDENT CONDUCT (Policy JFC)

The protection and safeguards guaranteed by the United States Constitution and, more particularly, by the Bill of Rights apply to all students. Responsibility is inherent in all rights. The school environment is a community of individuals who live and interact based upon commonly shared expectations, rights and responsibilities and common sense. Maintaining an atmosphere where orderly learning is possible and encouraged requires the combined effort and partnership of students, parents, teachers, school administrators and others involved in the educational process.

District employees are expected to promote and assist with maintaining positive discipline in the school and classroom settings and to address discipline infractions to the extent that it is practical for them to do so. They are also encouraged and expected to refer to administrators those infractions which they are unable to resolve, which are persistent and which require an inordinate amount of teacher time, as well as any concerns which administrators need to know about as a matter of information, i.e., knowledge of gang-related activity, bullying/intimidation, writings or behavior which suggest harm to others or self, and community events which may have implications for the school setting.

The Board believes that each student is unique and has the potential for making positive contributions to society. Therefore, in a cooperative effort with parents, staff and students, the board commits itself to providing an atmosphere that will allow all students to maximize their self-esteem, self-worth, self-respect and self-control. The Student Code of Conduct, JFC-R, is designed to achieve these goals and ideals.

The Board recognizes that acceptable behavior is essential to the development of responsible and self-disciplined citizens and to conducting an effective instructional program in the district's schools. Acceptable behavior is based on respect for oneself and for the worth and human dignity of others. The development of such behavior in students is a dual function of the home and of the school.

Inappropriate behavior affects the rights of students to receive an education. To ensure the educational welfare of students and the maintenance of an atmosphere where orderly learning is possible and encouraged, the Board authorizes the superintendent and his/her staff to set forth rules and regulations and implement them. District rules are published and available to students and their parents. Building and class/activities rules and regulations also will be available to students and parents. The consequences of failure to follow rules and procedures are also delineated.

Because it is impossible to publish all rules to cover all situations, rules need not be totally in writing to be enforceable. School administrators, teachers and other appropriate district personnel and district agents have the authority to control pupil conduct on matters and with methods not in conflict with board policies or legal authorities.

District employees are trained annually and as appropriate in regard to their role in implementing policy which governs student conduct and seeks to maintain a safe learning environment.

Students are required to follow school rules and procedures. This includes any time students are going to and from school or on the school grounds during or immediately before and after school hours. School rules and procedures are in effect for dances, field trips, plays, out-of-town trips, sports events and other school-sponsored activities whether held at school or off campus.

160.775, RSMo

STUDENT CONDUCT (Policy JFC-R)

The student code of conduct set forth in this regulation is designed to:

1. insist on and develop student responsibility and respect for the rights of others,
2. advance the orderly operation of the schools,
3. ensure a safe and considerate setting in which to educate students,
4. identify behavior which is unacceptable, and
5. indicate the range of disciplinary actions which such behavior will invoke.

The Board of Education policies referred to, and upon which this code of conduct is based, are posted on the District's website, are available for reference or copying in the office of the principal or the superintendent, and will be supplied upon request.

It is, of course, impractical to identify every offense which may result in disciplinary action. Some offenses may also result in criminal charges and consequences beyond those within the jurisdiction, authority and capacity of the District. Disciplinary action by the school may be taken, however, whether or not criminal charges occur. Further, any offense, which constitutes a serious violation, will be documented in the student's discipline record, as specified and required by policy JGF, Discipline Reporting and Records.

When physical damage or loss occurs as a result of theft, extortion or vandalism, restitution by the student and/or parents may also be required.

In cases of alcohol/drug/tobacco use, a program of counseling, rehabilitation or cessation may accompany and/or influence the punishment imposed.

Because the age of students may be related to the degree of their realization of the significance of an offense and their degree of responsibility for it, the appropriate consequences of an act committed by an elementary student will often be different from those for a secondary school student.

While it is impossible to identify every breach of conduct that may necessitate disciplinary action and the resulting consequences, each offense will be considered and responded to with the best interests of both the individual student and the student body in mind.

STUDENT CONDUCT CONSEQUENCES

Possible consequences include but are not limited to:

1. teacher resolution,
2. teacher-student conference,
3. parent contact,
4. bus suspension,
5. referral to a counselor or administrator,
6. referral to family or adult court,
7. revocation of privileges,
8. restitution for damages,
9. community service
10. detention,
11. time-out (removal from a class setting for a brief "cooling off" period, usually not longer than for the remainder of the class period or day when it is imposed),
12. in-school suspension,
13. short term suspension from 1 to 10 days,
14. long term suspension from 11 to 180 days, and a hearing before the superintendent or his/her designee,
15. expulsion.

Consequences for the prohibited behaviors follow in the chart designated as Offenses/Consequences. In all cases penalties will be determined on a case-by-case basis and may be increased, decreased or modified at the discretion of school officials.

Policy JGF, Discipline Reporting and Records, also sets forth felonies as described by state law which require reporting by school authorities to the appropriate law enforcement agency, reporting to the appropriate division of the juvenile or family court upon suspension for more than 10 days if the student is known to be under the jurisdiction of the court, and for required record handling procedures.

This regulation and the student handbook govern conduct which takes place on school grounds or school property; on the way to and from school; on school buses and at bus stops; and at school activities whenever and wherever they may take place. In addition, the district reserves the right to impose disciplinary consequences for any student's conduct (whenever and wherever it may occur) if such conduct is prejudicial to good order and discipline in the schools or tends to impair the morale or good conduct of the pupils. The district reserves the right to suspend any pupil who has been charged, convicted or pled guilty in a court of general jurisdiction for the commission of a felony violation of state or federal law. Finally, the school board has authorized the immediate removal of a pupil upon a finding by the principal, superintendent or school board that the pupil poses a threat of harm to such pupil or others, as evidenced by the prior conduct of such pupil.

The school will also attempt to obtain parent involvement in all cases. When appropriate, school counseling and other school support and resources will be utilized in the pursuit of constructive resolutions.

When a disability is suspected, an evaluation for special education services may be pursued. When a student has been identified as having a disability, the relatedness of the disability to the offense will be determined in accordance with policy JGE, Discipline of Students with Disabilities. If relatedness is established, the modified provisions of JGE must be followed.

OFFENSES / CONSEQUENCES

Grades K - 12

Violation	Range of Possible Consequences
*Arson	Parent Involvement to Long-Term Suspension
*Assault, collateral	Parent Involvement to Long-Term Suspension
*Assaulting a student	Parent Involvement to Expulsion
*Assaulting a staff member	Suspension to Expulsion
Bomb, terrorist threats/false alarms	Parent Involvement to Long-Term Suspension
Bullying	Parent Involvement to Suspension
Cheating	Student Conference to Suspension
*Controlled substances, possession or consumption of	Parent Involvement to Expulsion
*Controlled substances, sale or distribution of	Parent Involvement to Expulsion
Cyberbullying/threats	Parent Involvement to Suspension
Defiance of authority	Student Conference to Suspension
Destruction of property	Student Conference to Suspension
Disorderly conduct/disruptive behavior (not specifically identified in another category)	Student Conference to Suspension
Dress code violations	Student Conference to Suspension
Fighting	Student Conference to Long-Term Suspension
Fireworks/explosive devices	Parent Involvement to Expulsion
Forgery	Student Conference to Long-Term Suspension
Gambling	Student Conference to Long-Term Suspension
Gang activity, association with	Student Conference to Long-Term Suspension
Harassment	Student Conference to Suspension
Hazing	Parent Involvement to Expulsion
Identification violations	Student Conference to Suspension
Improper dress/Dress code violations	Student Conference to Suspension
Inappropriate display of affection	Student Conference to Suspension
Inappropriate physical contact	Student Conference to Suspension
Internet/electronic media misuse (also see Policy EHB)	Student Conference to Suspension
Intimidation	Parent Involvement to Long-Term Suspension
Language, inappropriate	Student Conference to Long-Term Suspension
Sexual harassment or misconduct	Student Conference to Long-Term Suspension
*Sexual abuse, molestation or assault	Parent Involvement to Expulsion
Smoking/tobacco/electronic cigarettes	Parent Involvement to Suspension
Theft	Parent Involvement/Restitution to Expulsion/Restitution
Trespassing	Student Conference to Suspension
Truancy	Student Conference to Agency/Court Referral
Unauthorized objects	Student Conference to Suspension
*Vandalism	Student Conference/Restitution to Suspension/Restitution
*Weapons (also see Policy JFCJ)	Suspension to Expulsion

*Missouri statutes, as referenced in policies JFCJ and JGF, require the involvement of law enforcement officials for certain degrees of this offense. Other infractions may also result in involvement of law enforcement officials, although not required by law.

Expulsion or long-term suspension may be accompanied with an alternate education placement.

Students are also subject to all provisions of the discipline code while they are engaged in activities both on and off campus, as delineated in Policy JFC and on page 36 of this handbook.

CORPORAL PUNISHMENT (Policy JGA)

District employees and volunteers are prohibited from administering corporal punishment to students attending the Ritenour schools, and from causing such punishment to be administered. Corporal punishment is defined as the use of physical force as a method of correcting student behavior. It does not include the use of restraint in accordance with District Policy.

SECLUSION AND RESTRAINT (Policy JGGA) COMMUNICATION OF POLICY

This handbook contains the district's discipline policy, entitled Student Conduct, JFC and JFC-R. It is provided at the beginning of each school year to every student and parent or guardian of every student enrolled in the district as required by Missouri Statute 160.261. This policy and regulation, and related policies to which the Handbook refers, are posted on the district's website, are available for public inspection in the superintendent's or any principal's office during normal business hours, and/or a printed copy will be supplied upon request. Referenced and related policies are JFCH, Alcohol/Drug Abuse; JFCJ, Weapons in Schools; JFG, Interviews, Interrogations and Searches; JGA, Corporal Punishment; JGGA, Seclusion and Restraint; JGD, Student Suspension and Expulsion; JGE, Discipline of Students with Disabilities; and JGF, Discipline Reporting and Records.

BULLYING (Policy JFCG)

General

In order to promote a safe learning environment for all students, the Ritenour School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

- **Bullying**—In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.
- **Cyberbullying**—A form of bullying committed by 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 device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.
- **School Day**—A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying

(Continued on next page)

or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law. If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education

The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion.

Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying, including the names of the teachers or administrators in their buildings who have been designated and authorized to receive and investigate reports of bullying. Students may also report bullying to any teacher, counselor or administrator in the building.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.

(Continued on next page)

3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

HAZING (Policy JFCG)

In order to promote a safe learning environment for all students, the Ritenour School District prohibits all forms of hazing.

For purposes of this policy, hazing is defined as 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 activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing inhalation or consumption of any food, liquor, drug, tobacco product, or other substance; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing can occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization. District staff, coaches, sponsors and volunteers will not permit, condone or tolerate any form of hazing or plan, direct, encourage, assist in, engage in or participate in any activity that involves hazing. District staff will report incidents of hazing to the building principal. The principal shall promptly investigate all complaints of hazing and administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R1. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. The district will report hazing incidents to law enforcement when required by law. Students who have been subjected to hazing are instructed to promptly report such incidents to a school official.

The superintendent will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing.

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

DISCIPLINARY PROCEDURES

The following pages identify and describe unacceptable behaviors and offenses which result in disciplinary consequences. Consequences may range from a conference with the student to expulsion and referral to law enforcement officials. School officials have discretion to impose penalties greater than the listed maximum or less than the listed minimum in appropriate cases. Factors considered in determining the most appropriate response by the school include, but are not limited to, the following:

- the seriousness and results of the offense,
- the age and grade level of the student,
- first or repeated offense,
- the student's past behavior and pattern of conduct,
- the student's perception of or attitude toward the offense,
- the student's degree of cooperation,
- the student's academic and attendance records,
- the safety and welfare of other students,
- the disciplinary consequence which is most likely to deter a recurrence of the unacceptable behavior and have a corrective influence on the student,
- the requirements of the Safe Schools Act and other law, and
- the provisions of the student's individual treatment plan, or individual education plan (IEP) if the student has a disability.

The intent of discipline is to assist students in recognizing unacceptable behaviors and replacing them with acceptable behaviors.

The District supports the concept of progressive discipline when appropriate to encourage the development of self-control. This process is intended to be instructional as well as corrective.

A student who repeatedly fails to follow school rules or the reasonable directives of school personnel will face progressively more severe consequences. The student discipline record will be reviewed prior to considering further disciplinary action. The maximum consequence is expulsion from school.

A student who commits other acts of misconduct detrimental to the good order and discipline of the school, not covered in this handbook, will face disciplinary consequences to be determined by the appropriate teacher, administrator and/or Board of Education.

STUDENT COMPLAINTS AND GRIEVANCES (Policy JFH)

The Board encourages staff and students to resolve student complaints and concerns as close to the level at which they occur as practical. However, when students have concerns which they are unable to resolve informally to their satisfaction with the teacher or party involved, they may appeal to the next level of supervision which is typically the assistant principal or principal. Students' parents may participate in the appeals at any level. Persons are assured that they may use this procedure without reprisal. (Appeals of student suspensions and expulsions are governed by Policy JGD.)

Guidelines for hearing student complaints are:

- The assistant principal or principal scheduling a conference with the student and any other parties involved to try to resolve the complaint, with a subsequent conference with the parent when ap propriate.
- The student and/or parent requesting a conference with the next higher supervisory level (if the concern was not satisfactorily resolved at the previous level), and the administrator scheduling the conference to consider the concern, to attempt to resolve it, and to notify the participants of the decision.
- The student and/or parent requesting in writing to the superintendent a time to appear before the Board if the concern has not been satisfactorily resolved at the previous level.
- The Board determining in its discretion whether or not to hold a hearing with the student (unless required by law), and scheduling a hearing if the Board's decision is to hold one.

The decision of the Board is final.

OFFENSES / UNACCEPTABLE BEHAVIOR (Policy JFC-R)

The following behaviors and activities are subject to disciplinary action. The prohibitions apply as appropriate on school property, on school buses and at bus stops, to and from school, and at school sponsored events at any location.

1. **Absenteeism**—(See Truancy).
2. **Arson**—starting or attempting to start a fire or causing or attempting to cause an explosion.
3. **Assault, collateral**—unintentionally or indiscriminately inflicting physical force and/or injury upon a person other than the primary person or persons against whom an assault is directed.
4. **Assaulting a student**—intentionally hitting, striking and/or attempting to cause injury to another student where injured party does not retaliate; placing a student in fear of imminent physical injury; physically injuring another student.
5. **Assaulting a staff member/adult**—intentionally hitting, striking and/or attempting to cause injury to a staff member; placing a staff member in fear of imminent physical injury; physically injuring a staff member.
6. **Bomb and terrorist threats/false alarms**—originating a bomb or terrorist (574.150 RSMO) threat or false alarm of danger in any manner.
7. **Bullying**—In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.
8. **Bus misbehavior**—discipline code provisions and requirements apply to students while on the bus or at a bus stop; refer to the appropriate category.
9. **Cheating**—plagiarism, using, submitting or attempting to obtain data or answers dishonestly, by deceit or by means other than those allowed by parties in authority.
10. **Controlled substances, possession or consumption**—possession or consumption of a controlled substance which includes alcoholic beverages, drugs or other controlled substances and imitation controlled substances, as well as drug paraphernalia.
11. **Controlled substances, sale or distribution**—sale or distribution of a controlled substance which includes alcoholic beverages, drugs or other controlled substances or imitation controlled substances, as well as drug paraphernalia.
12. **Cyber-bullying/threats**—A form of bullying committed by 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 device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.
13. **Defiance of authority**—refusal to obey reasonable verbal and/or written requests/directions of teachers, principals, bus drivers and other school personnel, including failure to report for detention.
14. **Destruction of property**—damaging or destroying real or personal property which belongs to the district, or property belonging to others which is located on and has reason to be located on school premises; tampering or interfering with property such as bicycles, cars, fire and emergency equipment.
15. **Disruptive behavior**—misbehavior that interrupts the school setting and is not defined by any other category.
16. **Dress code violations**—improper dress/dress code violations—Students' dress and appearance should not draw undue attention to the individual student, and must not disrupt or distract from the instructional process. Examples which are unlikely to meet these requirements, unless authorized by the principal on an exception basis for reasons such as spirit and color days and heating/ventilation considerations, are:
    - Not wearing shoes
    - Wearing clothing or accessories that are profane, obscene, disruptive or sexually suggestive, that promote violence or hate groups, or depict alcoholic beverages, guns or other lethal weapons; and sunglasses and dark glasses, unless prescription
    - Wearing hair rollers, hairnets, picks, combs and plastic hair coverings
    - Wearing head gear in the building (hats and coats must be placed in lockers or other areas designated for this purpose during the school day)

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- Wearing clothing in an incorrect manner (e.g., pants are to be worn at the waist—not sagging, etc.)
- Chains used with wallets, keys, etc. or as a belt or decoration
- Clothing, coloring, insignia or other symbol or combinations of symbols on school grounds or at school-sponsored activities which indicate membership in, affiliation with, or support for any gang or similar organization associated with violence, drugs, intimidation or other criminal activity.

17. **Fighting**—mutual physical combat in which all parties have contributed to the conflict by physical action.
18. **Fireworks/explosive devices**—possession of and/or setting off fireworks or explosive devices.
19. **Forgery**—writing the name of or impersonating another person in order to falsify school-related information.
20. **Gambling**—using any medium of chance to wager money or other items of value.
21. **Gang activity or association**—"gang" is defined as a group of people who engage in or promote acts of disruption, violence, criminal acts, extortion, intimidation and/or distribution or use of illegal drugs, and who seek to establish a group identity through common dress or mannerisms such as signs, speech, graffiti, colors and the like. Wearing, carrying or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or any other attribute which indicates or implies membership in or support of such a group.
22. **Harassment**—unwelcomed words, gestures, or actions directed to an individual or group, which have the purpose or effect of demeaning, annoying, bothering or failing to respect another's dignity. Harassment also includes, but is not limited to, making disparaging references about another person's age, sex, race, religion, ethnicity, national origin, disability, sexual orientation or other personal characteristics. (also see Cyberbullying/Threats)
23. **Hazing**—For purposes of this policy, hazing is defined as 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 activity.
24. **Inappropriate physical contact**—Aggressive behavior toward others; Inadvertent physical contact of a sexual nature; or Horseplay with physical contact.
25. **Identification violations**—refusal to identify oneself, repeated loss of or failure to display one's identification badge, false identification, misuse or defacing of an identification badge.
26. **Inappropriate display of affection**—inappropriate display of physical affection in the school setting.
27. **Internet/electronic media misuse**—
    a. violation of the provisions of the school's acceptable use agreement governing use of the district's electronic media properties and capacity (Also see Policy EHB)
    b. use of electronic music devices, i-pods, electronic games, cameras, toys, skateboards, cell phones, pagers and laser pointers at any time, other than before or after school, unless specifically authorized by an administrator or specified in an IEP; inappropriate use of these items at any time.
28. **Intimidation**—making verbal, physical, written or electronically generated threats against; bullying that causes a reasonable student to fear for his/her physical safety or property, taunting or gesturing menacingly toward a person; threatening damage to one's property; using threats or deceit to extort property; threatening to expose or exposing information in order to exert influence over another person; defaming one's race, religion, gender, ethnic origin or other personal characteristics; and any threat of retaliation for reporting of such acts.
29. **Language, improper**—use of profane, disparaging, demeaning, rude, vulgar, abusive or disruptive, words, gestures, or actions, verbal, written, pictorial or symbolic, which offend or injure another person or persons, or disrupt classroom work, school activities and functions, or other school settings.
30. **Sexual harassment or misconduct**—unwelcomed inappropriate expressions or gestures of a sexual nature directed at or about another person with an offending or intimidating purpose or result; retaliation against a person for making a complaint of sexual harassment when the complainant believes sexual harassment has occurred or is occurring; possession and/or distribution of pornographic or sexually explicit materials/objects at school (also see Policy JBA).
    A student shall not use a camera, camera cell phone, or other imaging device to take pictures or record any image of students or others in locations or under circumstances:
    - where such persons are or may be partially clothed, including but not limited to, rest rooms and other changing areas,

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- when such image otherwise violates commonly held standards of privacy, including but not limited to taking or attempting to take pictures underneath the clothing of another person,
- where students or others have some other reasonable expectation of privacy with respect to their person.

31. **Sexual abuse, molestation or assault**—touching of private areas of any person, with or without permission; illicit sexual behavior and acts inflicted upon another person.
32. **Sexual misconduct**—deliberate physical, sexual conduct which can include indecent, immodest, or unacceptable exposure or touching of one's body
33. **Smoking/tobacco/electronic cigarettes**—use or possession of any tobacco, e-cigarette, or smoking device, product or paraphernalia at any school setting.
34. **Theft**—taking property belonging to another, or possessing property belonging to another without permission.
35. **Trespassing**—unauthorized presence on school property or refusal to leave when directed to do so by a person in authority.
36. **Truancy**—skipping class; excessive unexcused tardiness and absences.
37. **Unauthorized objects**—intentionally or unintentionally bringing unauthorized objects to school with no intent to cause harm or to disrupt.
38. **Vandalism**—defacing personal property which belongs to the district, or property belonging to others which is located on and has reason to be located on school premises; tampering or interfering with property such as bicycles, cars, fire and emergency equipment.
39. **Weapons**—use, threatened use, possession, provision or display of any weapon or weapon look-alike (including a toy), including firearms as defined in policy JFCJ or 18 U.S.C. 921, or any component of a weapon; ammunition; any instrument or device used to threaten or inflict physical injury upon another person, or to damage property.

GLOSSARY OF DISCIPLINARY ACTIONS

A record of disciplinary violations, actions taken and results of actions is recorded in a student's permanent file. Student's permanent file is cumulative and maintained through grade twelve.

Assignment to an Alternative-to-Suspension School: Assignment of students on out-of-school suspension to the alternative-to-suspension school.

Assignment of Extra Work Duties: Duties assigned to match the nature of an offense are to be completed by the student on his/her own time. The assignment will be valuated by a teacher or administrator.

Behavioral Contract: An agreement among school staff, parent(s) and student, i.e. identification of a specific behavior, how it must be modified, and specification of the consequences of failure to do so.

Bus Suspension: Revocation of the privilege of riding the bus to and from school.

Conference, Parent: In this context, a meeting of parent(s) and school representative(s) to discuss a child's disciplinary status. May include the student in some cases.

Conference, Student: In this context, a formal or informal meeting between a school representative and a student to address a discipline issue.

Credit for Work While Suspended: The district encourages suspended students to take advantage of the opportunity to remain current in their academic endeavors and receive credit for course work while under suspension.

When teachers provide assignments to suspended students, the work is to be completed and returned before additional work is assigned. The teacher stipulates when the work is to be completed. Students or their families are responsible for obtaining and returning the work.

Detention: Detention of a student by a teacher or administrator before or after school hours, or from a specific class. Parents of detained elementary students are to be notified by the principal, teacher or the student. The parent is responsible for the student's transportation.

Disciplinary Reassignment: Reassignment to a different classroom or development of an alternate schedule or placement for a student.

Expulsion: The permanent removal of a student from school by action of the Board of Education. The action taken and results are recorded in the student's permanent record.

In-School Suspension: Temporary assignment to a special area within the school during the school day with the loss of privileges as designated by school officials. Students are expected to complete class assignments during their assignment to the "in-school suspension" area and may earn class credit for work completed.

Loss of Privileges: Removal of privileges, such as participation in co-curricular activities, parking permits, riding buses and loss of recess.

Out-of-School Suspension:
SHORT TERM (1-10 days)—PRINCIPAL
LONG TERM (11-180 days)—SUPERINTENDENT
(requires student to attend a hearing)

Includes deprivation of all privileges during suspension. May include Saturday detention. Students on out-of-school suspension are expected to remain current with class assignments. They are not permitted to be on school property nor to attend school events at home or away, except as authorized by an administrator. Re-admission may be conditional upon the student obtaining counseling. In addition, a parent conference will be held. Actions taken and results are recorded in the discipline file.

Parent Involvement: Includes notification of disciplinary action by telephone, letter or certified letter and personal contact.

Referral to Counselor: Periodic meetings with a counselor to explore ways of improving student behavior. The counselor may recommend special projects to the student, including reading, attending seminars, or referral to other education, social or medical agencies.

Referral to Law Enforcement Agencies: Referral to the appropriate law enforcement agency, including the school resource officer, for violations of the law.

Referral to Other Agencies: Appropriate referrals; i.e. Special School District, Division of Family Services, and substance abuse assessment programs.

Restitution: Payment, restoration or replacement of vandalized, stolen or damaged property; cleaning up an act of vandalism; or making up missed class time.

Timeout: Removal of a student from a class setting for a brief time, usually not longer than the remainder of the class period or the day on which the timeout was assessed, and usually for the purpose of dealing with a problem and regaining composure before returning to the class setting.

Notices and Policies

Non-Discrimination

The Ritenour School District does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic protected by law in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies:

Administrator for Student Services
Ritenour School District
2420 Woodson Road
St Louis, MO 63114
(314) 493-6055

Further information on notice of non-discrimination may be obtained from the Office of Civil Rights, (800) 421-3481.

ARTIFICIAL INTELLIGENCE USE (EHBD)

This policy and other district policies and procedures addressing artificial intelligence (AI) apply to student and employee AI use of district technology resources (as defined in policy EHB and including district-provided login credentials) regardless of whether the use occurs on district property, at district activities, or off campus when a nexus can be drawn to the educational environment.

This policy and other district AI policies and procedures also apply to free AI resources.

Students and employees may be disciplined, and employees may be terminated, for AI use that violates this policy or any related policy or procedure.

Definitions

The following definitions will apply to all district policies and procedures that relate to artificial intelligence:

- **Artificial Intelligence (AI)**—Any hardware or software capable of adapting its output or performance by applying probabilistic algorithms to input. For the purposes of this policy, any product or service that contains or uses AI, is marketed as AI, or is marketed as using or containing any kind of AI will also be defined as AI when the AI component is used.
- **Confidential Data/Information**—Information that the district is prohibited by law, policy, or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) about students and employees, student and employee medical information, student education records, and information about any student's individualized education program (IEP) or Section 504 plan.
- **Critical Data/Information**—Information that is essential to district operations and that must be securely maintained to avoid disruption to district operations.
- **Generative AI**—A type of AI whose primary purpose is to accept input, process the input through probabilistic algorithms, and use the result to generate new output that resembles human-made intellectual or creative work, such as writing or art. Large language models (chatbots) are an example of generative AI.

AI Coordinator and AI Use Plan

The superintendent will designate a district AI coordinator who will have chief responsibility for regulating, monitoring, and adjusting AI use in the district and developing the district's AI Use Plan. The AI coordinator may consult with experts or others outside the district but may share critical or confidential data only under appropriate confidentiality or nondisclosure agreements. The board encourages employees, students, parents/guardians, and community members to provide input to the AI coordinator on the district's AI Use Plan.

The AI Use Plan will provide a detailed set of rules for acceptable AI use in the district that may be regularly updated as new issues emerge. The purpose of the AI Use Plan is to protect the safety and security of students, employees, and the district while allowing for appropriate educational and productive enhancements enabled by AI. AI may be used by employees and students only in accordance with the AI Use Plan.

The AI Use Plan and any actions or decisions that affect AI use must prioritize the security of student, employee, and district data.

The AI coordinator must be knowledgeable of the contents of the privacy policies of all AI products used in the district, including any relevant changes to the policies. Any AI product used must comply with legal privacy requirements.

If the district has an information security officer (ISO) who is not also the AI coordinator, the AI coordinator will coordinate with the ISO to maintain the integrity, privacy, and safety of the district's network(s), technology, and data.

Annual Review of AI Use

At least once per school year, the AI coordinator will review the district's AI use for safety, data privacy, appropriateness, and effectiveness and make appropriate changes. Employees and students may submit requests for new AI uses to the AI coordinator according to the procedures outlined in the AI Use Plan.

Notice to Parents/Guardians

The district will update parents/guardians at least annually with a summary of AI use in the district, including any significant changes to the AI Use Plan.

Training

The district will train all employees and students on the requirements of this policy, other district policies regarding data management and privacy, acceptable uses of AI, and AI prohibitions.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) REGARDING STUDENT RECORDS

The protection of student rights has always been a top priority of the Ritenour School District. This document is distributed annually to all parents and students in order to comply with state and federal requirements to notify the parents/guardians and eligible students of their rights with respect to the student's educational records.

In general, a student's educational record includes any information maintained by the school district, which contains information directly related to a student. A major exception would be a personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

The Family Educational Rights and Privacy Act (FERPA) affords to parents/guardians ("parents") of students, and to students themselves who are over 18 years of age ("eligible students"), certain rights with respect to the student's education records maintained by Ritenour School District ("District").

These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a written request for access. Parents or eligible students should submit to the school principal a written request that identifies, as precisely as possible, the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students should write the principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent. One of several exceptions which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official includes a person employed by the District as an administrator, supervisor, instructor, counselor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the District's board; a school official may also include a volunteer or a contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use of personally identifiable information, (such as an attorney, auditor, medical consultant or therapist); a parent, student or other person serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her responsibilities for the District. Upon request, the District discloses education records without consent to officials of a school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202-4605

FERPA permits the District to designate certain student data as "directory information." The primary purpose of directory information is to allow the District to include

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FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) REGARDING STUDENT RECORDS—Continued

information about students in publications such as school activity programs, yearbooks, honor rolls and other recognition lists, graduation programs, and sports events programs. Directory information is considered generally not to be harmful nor an invasion of privacy if disclosed. Accordingly, the District has designated the following as directory information: student's name; parent's name; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors; awards received; artwork or course work displayed by the District; photographs; videotapes; digital images and recorded sound.

Because directory information is considered a public record, it may be disclosed at the discretion of the District and must be released upon request. Examples of organizations to which this information may be released are companies that market class rings or publish yearbooks.

Eligible students and parents who do not wish to have directory information about their children disclosed, without prior written consent, must annually notify the Administrator for Student Services, Ritenour School District, 2420 Woodson Road, St Louis, MO 63114, in writing within ten days after publication of the annual public notice.

The District is also required by federal law to provide military recruiters, upon request, with secondary school students' names, addresses, and telephone listings, unless parents have notified the District they do not want their students' information disclosed without their prior written consent.

ASBESTOS NOTICE

In accordance with the Asbestos Hazard Emergency Response Act (AHERA), Section 206/Toxic Substance Control Act (TSCA), Title II, a federal regulation, you are hereby advised that certain building materials used in the construction of schools and other district properties operated by the Ritenour School District may contain asbestos fibers.

A Management Plan has been prepared for the Ritenour School District by Professional Services Industries, Inc. and submitted to the Missouri Department of Health as required by law. A three-year re-inspection will be conducted and documented by John A. Jurgiel & Associates in the summer of 2019. A copy of these documents may be viewed in the principal's or administrator's office at each district building. Specific locations where asbestos containing building materials (ACBM) have been identified as well as the type and percentage of the asbestos content are described in the Management Plan. All short-term workers who may come in contact with any potential or suspected ACBM must be provided access to the information contained in the Management Plan for each building.

As in most buildings constructed since 1910, materials such as thermal insulation on boilers and the related steam or hot water piping, floor tiles and ceiling tile should be treated as potential ACBM. Workers should also be aware that while it is often possible to suspect that a material contains asbestos based on visual observation, actual determination can only be made by instrumental analysis.

The cooperation of all contractors and other companies whose workers or representatives may disturb or otherwise come in contact with any actual or suspected ACBM is essential with respect to work done in the Ritenour School District buildings. You are therefore requested to share the information contained in this notice with all appropriate individuals connected with your firm. Individual workers who are unfamiliar with the health concerns and work procedures regarding ACBM will be restricted from performing their assigned tasks in areas containing friable ACBM.

Inquiries regarding the information contained in this notice should be directed to the:

Administrator for Support Services
2420 Woodson Road
St Louis, MO 63114

HOMELESS STUDENTS

The McKinney-Vento Homeless Education Assistance Act ("McKinney-Vento") is a federal law that protects the educational rights of homeless students by eliminating barriers to the enrollment, retention and success of homeless students; and ensuring they receive equal access to the same free appropriate public education as is provided other students.

Definition of Homeless

Under McKinney-Vento, homeless children and youth include individuals who lack a fixed, regular and adequate nighttime residence, including but not limited to, those who are:

- 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.

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

Student Rights

Under McKinney-Vento, students experiencing homelessness have the right to:

- Immediate enrollment, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, or proof of residency;
- Remain in the school of origin, if in the student's best interest;
- Receive transportation; and
- Receive services comparable to services offered to other students in the District.

For more information concerning education for homeless students, or to dispute any determination regarding a student's eligibility, enrollment, school placement or transportation, contact Ritenour's Homeless Coordinator:

Administrator for Student Services
2420 Woodson Road
St. Louis, MO 63114, or (314) 493-6070

RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways. It provides that schools and contractors:

I. Make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
II. Obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
    1. Political affiliations or beliefs of the student or the student's parent;
    2. Mental and psychological problems of the student or the student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, and demeaning behavior;
    5. Critical appraisals of other individuals with whom respondents have close family relationships;
    6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
    7. Religious practices, affiliations, or beliefs of the student or student's parent; or
    8. Income (other than that required by law to determine program eligibility for participation in a program or for receiving financial assistance under such program).

This requirement to notify parents and to offer them the opportunity to opt out of (remove their child) from participation also applies to the following:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
2. The administration of any third party (non-Department of Education funded) survey containing one or more of the above described eight items of information.
3. Any non-emergency, invasive physical examination or screening that is: a) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and 3) not necessary to protect the immediate health and safety of the student, or of other students.

In the event that the District conducts any protected information surveys or other activities referred to herein during the upcoming school year, parents and eligible students will be notified within a reasonable period of time prior to the administration of the surveys or activities, at which time parents will also have an opportunity to review the survey or activity and/or to opt their child out of participation.

Parents or eligible students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Student Privacy Policy Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES

Students with disabilities have protections and rights under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when diagnosed with an educational disability that requires special education services, the Individuals with Disabilities Education Act (IDEA).

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools; highly mobile children, such as migrant and homeless children; and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Ritenour School District, in partnership with the Special School District of St. Louis County (SSD), assures that a free, appropriate public education (FAPE) is provided to all eligible children with disabilities between the ages of three and 21 under their jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness, and a young child with a developmental delay.

The Ritenour School District, in partnership with the SSD, assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for Missouri's First Steps Program.

The Ritenour School District, in partnership with the SSD, assures that personally identifiable information collected, used, or maintained by the districts for the purposes of identification, evaluation, placement, or provision of FAPE, of children with disabilities, may be inspected and/or reviewed by their parents/guardians (parents). Parents may request amendment to the education record if the parents believe the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the Missouri Department of Elementary and Secondary Education or the U.S. Department of Education concerning alleged failures by the districts to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The SSD, in partnership with the Ritenour School District, has developed a local Compliance Plan for implementation of State Regulations for the IDEA. This Plan and board policies contain the district's procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the district's assurances that services are provided in compliance with the General Education Provision Act. This Plan is available for public review in the Office of the Superintendent of Schools during regular school hours on days school is in session.

No later than December 1 of each year, the Ritenour District is required to conduct a census of all children with disabilities or suspected disabilities who are under twenty-one years of age and reside in the District. Information obtained is treated as confidential and must include: the child's name; parent/legal guardian's name and address; birth date and age of the child; the child's disability; and the services provided to the child. Non-public school parents and other residents are encouraged to assist with the identification of children with a disability who attend non-public schools, those who are below school age, and those who do not attend any school, by contacting the Administrator for Academic Services at (314) 493-6010 or the SSD at (314) 989-8100.

This notice will be provided in native languages as appropriate.

PARENTS "RIGHT TO KNOW" PER EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA)

The Elementary and Secondary Education Act of 1965 (ESEA), through the Every Student Succeeds Act (ESSA) requires that districts provide parents with certain information and that certain other information be provided if requested. The following information must be provided to parents.

1. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under ESSA.
2. Timely notice if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher of core academic subjects who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

The following information about the child's classroom teacher(s) must be provided in a timely manner, if requested by a parent.

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services from a paraprofessional and, if so, the paraprofessional's qualifications.

Information indicated above may be obtained by contacting the school principal or the Administrator for Human Resources, 2420 Woodson Road, St Louis, MO 63114.

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].

1. **What is a complaint?**
For these purposes, a complaint is a written allegation that a local education agency (LEA) or the MissouriDepartment 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.
6. **How can a complaint be filed with the Department?**
A complaint filed with the Department must be a written, signed statement that includes:
   A. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
   B. 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:
   A. **Record**. A written record of the investigation will be kept.
   B. **Notification of LEA**. The LEA will be notified of the complaint within five days of the complaint being filed.
   C. **Resolution at LEA**. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
   D. **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.
   E. **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).
   F. **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.

SEXUAL HARASSMENT UNDER TITLE IX

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

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

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

See the "Definitions Applicable to this Policy" section at the end of this document for definitions of other terms applicable to this policy.

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

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

Reporting Sexual Harassment or Title IX Retaliation

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

The Board authorizes the following individual(s) to serve as the Title IX coordinator(s) for the Ritenour School District and coordinate and implement the district's efforts to comply with the requirements of Title IX.

Compliance Officer

The district's compliance officer is the:

Administrator for Human Resources
2420 Woodson Road
St. Louis, Missouri 63114
(314) 493-6061

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

Notice of the Policy against Discrimination on the Basis of Sex

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

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

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

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Retaliation Prohibited

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

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment under Title IX but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment under Title IX, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. Complaints alleging retaliation must be filed with the Title IX coordinator.

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

Intake and Classification of Reports

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

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

Procedures Prior to or without a Formal Complaint

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

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

Parties Enrolled in Special Education

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

If the district determines that a student's specific circumstances, including disabilities, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein, the district will pursue such measures as are available under district policy and law. Such measures will be designed to restore or preserve the student's equal access to the district's education programs or activities.

The Formal Complaint Process

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

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

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

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

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Title IX Grievance Process upon Filing of a Formal Complaint

The district's grievance process will provide a prompt and equitable resolution of complaints and will:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent;
2. Comply with Title IX regulations before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent;
3. Require a decision-maker to objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and not make credibility determinations based on a person's status as a complainant, respondent or witness;
4. Require that all Title IX coordinators, investigators, those responsible for facilitating informal resolution processes and decision-makers not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;
5. Presume that the respondent is not responsible for the conduct until a determination of responsibility is made at the conclusion of the grievance process;
6. Follow stated timelines unless the district temporarily delays the grievance process for good cause (including, but not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of a disability) and notify the parties in writing of the reason for a delay, if any; and
7. Not require, allow, rely upon or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice to the Parties

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

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

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

Range of Possible Disciplinary Sanctions and Remedies

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

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

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

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Interim Action

Emergency Removal

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

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

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

Administrative Leave

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

Investigating a Formal Complaint

Consolidation

Formal complaints may be consolidated as to allegations of sexual harassment under Title IX against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation Process and Scope

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

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

1. Provide equal opportunity to present witnesses, including fact and expert witnesses, and all evidence, including inculpatory and exculpatory evidence.
2. Not restrict the parties from discussing the allegations under investigation or gathering and presenting relevant evidence.
3. Provide the same opportunity for parties to have others, including an advisor of their choice, present during any grievance proceedings and related meetings, though the district may restrict the extent to which advisors may participate as long as the rules apply to both parties.
4. Provide written notice to parties who are invited or expected to participate of the date, time, location, participants and purpose of all hearings, investigative interviews or other meetings with sufficient time for the parties to prepare to participate.
5. Obtain written, voluntary consent before accessing records, such as medical records or counseling notes, that a physician, psychiatrist, psychologist or other recognized professional or paraprofessional made or maintained in connection with the provision of treatment to the party. If the party is at least 18 years old or is enrolled in postsecondary education, the party can sign on his or her own behalf. Otherwise, a parent/guardian must sign on the party's behalf.
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence upon which the district does not intend to rely in reaching a determination of responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source.
7. Send to each party and the party's advisor, if any, the evidence subject to inspection and review prior to completion of the investigative report and within 20 business days of the parties receiving notice of the formal complaint. The evidence may be sent in an electronic format or hard copy. The parties will be given at least ten business days, as required by law, to submit a written response, which the investigator will consider prior to the completion of the report.
8. Create an investigative report that fairly summarizes relevant evidence and send it in an electronic or hard copy format to each party and their advisors, if any, for their review and written response. The investigative report must be sent no later than ten business days prior to the time of determination of responsibility by the decision-maker, as required by law.

Dismissal of the Formal Complaint

If the district determines that the allegations, even if proved, would not constitute sexual harassment under Title IX as defined in this policy, did not occur in the district's education program or activity, or were not committed against a person in the United States, the formal complaint will be dismissed.

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The dismissal does not mean that a complaint cannot be made under another district policy or that any misbehavior will not be addressed under another policy or the district's code of conduct.

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

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

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

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

Time Consumed by the Investigation

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

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

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

Procedures of the Decision-Maker and Party Questions and Answers

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

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

Preponderance of the Evidence Standard

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

Decision-Maker's Findings and Resulting Remedies

Within 20 business days after the closing of the questions period, including follow-up questions, the decision-maker will provide a written Title IX decision that includes:

1. The allegations potentially constituting sexual harassment under Title IX;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits and other methods used to gather other evidence and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the facts to the district's code of conduct and, if the student code of conduct is implicated, a referral of a student respondent to district officials charged generally with the discipline of students pursuant to Missouri law;
5. A statement of and rationale for the result as to each allegation, including a determination of responsibility, any disciplinary actions recommended to the district to be imposed on the respondent, and

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whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

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

Finality of the Title IX Decision

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

Disciplinary Matters and Implementation of Discipline and Remedies

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

Appeals of the Determinations of Responsibility in the Title IX Decision

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

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

1. A procedural irregularity that affected the outcome of the matter.
2. New evidence that was not reasonably available at the time of the determination and that could affect the outcome of the matter.
3. The Title IX coordinator, investigator(s) or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome of the matter.

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

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

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

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

Conduct of the Appeal

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

Process for Informal Resolution of Formal Complaints

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

1. Discloses the allegations and the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
2. Discloses that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint;
3. Discloses any consequences resulting from participating in the informal resolution process, including the records that, with voluntary written consent from the parties, will be maintained or could be shared; and
4. Obtains the parties' voluntary, written consent to the informal resolution process.

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

If the informal resolution process does not resolve the formal complaint 30 business days after both parties consented to use the process, the Title IX coordinator will resume the grievance process unless both parties again consent to continue using the informal resolution process.

Training

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

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

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

Records

The district will maintain the following records for seven years:

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

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

Confidentiality

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

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

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

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Definitions Applicable to this Policy

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

- **Actual Knowledge**—Notice of sexual harassment under Title IX or notice of allegations of sexual harassment under Title IX to the district's Title IX coordinator or to any district official who has the authority to institute corrective measures on behalf of the district or to any employee of the district, except where the only district official or employee with actual knowledge is also the respondent.
- **Business Days**—Days on which the district's business offices are open.
- **Complainant**—An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX coordinator who signs a formal complaint is not considered a complainant.
- **Dating Violence**—Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.
- **Determination of Responsibility**—A formal finding of a decision-maker on each allegation of sexual harassment contained in a formal complaint that the respondent did or did not engage in conduct constituting sexual harassment under Title IX based on a preponderance of the evidence.
- **Domestic Violence**—Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Missouri; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Missouri.
- **Education Program or Activity**—Any part of the district-sponsored instruction or employment in the district, including locations, events or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurred.
- **Formal Complaint**—A document or electronic submission filed by the complainant or signed by the Title IX coordinator alleging sexual harassment under Title IX against a respondent and requesting that the district investigate the allegations. When a complainant files a formal complaint, the document or electronic submission must have the complainant's physical or digital signature or otherwise indicate the complainant's identity. A formal complaint may be filed only by a complainant participating in or attempting to participate in the district's education programs or activities.
- **Informal Resolution Process**—Alternative dispute resolution methods designed to resolve allegations of sexual harassment without completing the formal complaint process. The purpose of the process is to restore or preserve equal access to the district's education programs or activities for all parties. Such a process may be offered by the Title IX coordinator after a formal complaint has been filed and after consultation with the district's attorney as to whether an informal resolution process will be sufficient to meet the district's Title IX obligations.
- **Investigative Report**—The report of the investigator of a formal complaint.
- **Party/Parties**—Complainant(s) and respondent(s).
- **Remedies**—Upon a final determination of responsibility, remedies are actions taken to restore or preserve equal access to the district's education programs or activities. These may include continued or new supportive measures but may also include imposition of more burdensome requirements, limitations and conditions upon the respondent, as well as disciplinary referral of the respondent, including suspension, termination or expulsion.
- **Report**—Information provided by a complainant or any other person to the Title IX coordinator when that information indicates, suggests or alleges misconduct. This includes the intake information obtained by the Title IX coordinator prior to the filing of a formal complaint.
- **Respondent**—An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- **Sexual Assault**—This includes all behaviors constituting forcible or nonforcible sexual offenses within the scope of the Federal Bureau of Investigation's national uniform criminal incident reporting system. At present these classifications include any sexual act directed against another person without the consent of the victim, including instances where the victim is incapable of consent.

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Sexual assault specifically includes:

1. **Rape (Except Statutory Rape)**—The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
3. **Sexual Assault with an Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.
5. **Incest**—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Missouri law.

- **Statutory Rape**—Nonforcible sexual intercourse with a person who is under the statutory age of consent pursuant to Missouri law.
- **Stalking**—Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.
- **Supportive Measures**—Nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, safety escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.
- **Title IX Decision**—The comprehensive decisional document of the independent decision-maker concluding the Grievance Process, as may be amended or affected by the results of an appeal.
- **Voluntary Consent**—Consent given freely and without coercion.

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Educational Excellence Since 1867

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