

2025-2026
Student Handbook



12735 W. Watson Rd.
Sunset Hills, Missouri 63127
314-989-7540

Absences/Attendance	11
Alternative Method of Instruction (AMI)	16
Bullying (JFCF)	50
Calendar SSD Schools	3
Child Abuse & Neglect Hotline	24
Food Service	9
Grades	10
Mission & Vision	8
Nursing: Medication, Illness, Hospitalization	13-14
Observation Procedures	10
Phone Numbers: Office, Nurses, Social Workers, & Transportation	4
Rules for School	6
School Closing	12
Social/Emotional Growth	7
Technology	15
Transportation	14-15
Visitors	11
Other Information & Board Policies	
Behavior Intervention Strategies (JGGA & JGGA-R)	40
Concerns & Complaints (KL-R)	21
DESE ESSA Complaint Procedures	19
Graduation Requirements	51
Homeless Children, Educational Rights	23
Parent Right to Know Letter	65
Technology Usage (EHB-R)	54
Student Suicide Awareness, Prevention, (JHDC & JHDC-R) & Intervention	61

Mission: Bridges is committed to providing an individualized, structured learning environment with therapeutic supports and high expectations for individual student success.

Vision: Bridges is committed to building strong academic and social/emotional skills to successfully transition students to an adult life where they will be contributing members of society

Special School District

Notice of Non-Discrimination and Accommodation

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

Bridges Program
Special School District of St. Louis County
12735 W. Watson Rd.
Sunset Hills, Missouri 63127
314-989-7540

Welcome to the 2025-2026 School Year!

Welcome both new and returning families and friends! We are looking forward to an exciting year. Please set aside some time to review the 2025–2026 Family-Student Handbook together.

Our school hours are 7:25am-2:05pm. School Office hours are from 7:00am-3:00pm Monday through Friday. Please refer to the Special School District Calendar for information regarding student attendance and school closures.

Students are assigned to one of the following sessions:

Session 1 Students attend 7:25am - 10:25am

Session 2 Students attend 11:05am - 2:05pm

Session 3 Students attend 7:25am - 2:05pm

Here are some helpful phone numbers to keep handy:

Principal, Dr. Kelly Krussel	314-989-7540 (phone/fax)
Social Worker, Vince Cifarelli	314-989-7545
Guidance Counselor, Lindsay Traffas	314-989-7542
Program Nurse, Renee Otts	314-989-7519
Teacher, Kristin Creamer	314-989-7544
Teacher, Katie Woepke	314-989-7425
Teacher, Ted Banta	314-989-7546
Teacher, Katie Hunter	314-989-7584
Teacher, Jamie Rivali	314-989-7522
Teacher, David Whitney	314-989-7508
Transition Facilitator, Sarah Kimmel	314-989-8742
Transportation	
Central Garage	314-989-7160
South Garage	314-989-7562
North Garage	314-989-7750
VICC	(314) 721-8657

Welcome to Bridges!

Bridges is a public separate school in the Special School District of St. Louis County. Bridges provides therapeutic services to students in grades 6-12 from all St. Louis County area school districts. Students enrolled at Bridges receive individualized services and support in the areas of social/emotional behavior. We support a diverse population and provide significant academic and behavior supports to meet individual needs as outlined in the individualized educational plan.

Character development is extremely important to our youth and their future success. We focus on four character traits we want our students to develop and generalize to their life. Ask your students to see their Student Daily Report. Ask if they earned fly, sore, or rise and ***why***. (*Please don't forget to sign them*). We utilize ongoing curriculum and special activities to reinforce these traits.

Bridges Staff is as diverse as the population it serves. All teachers hold a Master's Degree or higher. The paraprofessionals serving our community come from a variety of backgrounds as well. Additionally, Bridges students are supported by a social worker, nurse, and guidance counselor. Additional supports from therapists and specialists are available and welcomed to provide support at school if established by the family.

The Bridges community finds gratification when our students experience success and celebrate accomplishments. We applaud individual student's self-determination in meeting personal goals. Thus our mission to... *provide an individualized, structured learning environment with therapeutic supports and high expectations for individual student success.*

Take a moment to review the Family-Student Handbook for more information about Bridges.

Student Daily Report

 Fly

 Soar

 Rise

Percent - 100% - 90%

89% - 71%

70% - 0%

Name _____ Teacher _____

Date _____ Level/Day _____

SW-Social Work	C-Counselor
N-Nurse	P-Principal
R-Re-entry Room	W-Water
B-Bathroom	S-Related Services

Periods: 1 2 3 4 5 6
 Check- 7:25- 8:10- 8:55- 9:40- Check
 Expectation: In 8:10 8:55 9:40 10:25 Out Total:

Respect							
Improve							
Self-Reliant							
Engaged							
Totals:							
Out of Class (SW, N, P, C, R, B, S or W)							
IEP Goal							
IEP Goal							
IEP Goal							
IEP Goal							

Staff Initials _____

Total Points Possible: _____ Grand Total (Points Earned): _____ Percentage Earned: _____

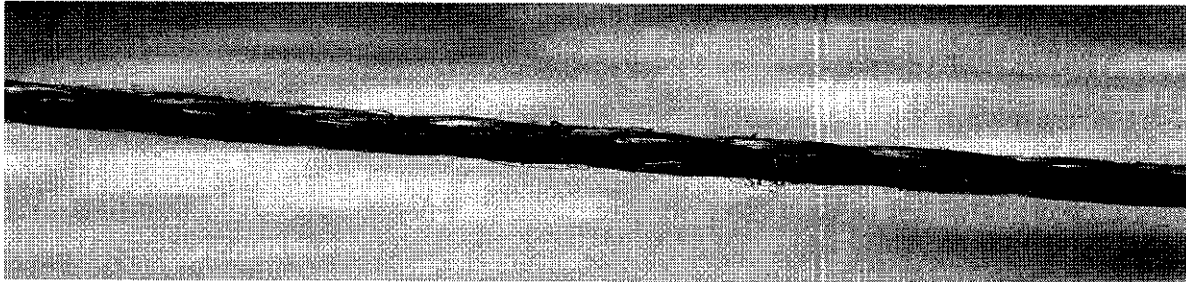
Comments: _____

 Teacher Signature

 Student Signature

 X _____
 Parent Signature

Braiding Character Education and Positive Behavioral Interventions and Supports



What is Character Education?

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

--Thomas Lickona, *Educating for Character*

Core Ethical Values and Performance Values

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

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

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

SPECIAL SCHOOL DISTRICT of ST. LOUIS COUNTY

Specialized for Success

Special School District of St. Louis County, the largest specialized education provider in the state, equips and empowers students of all learning abilities to excel to their greatest potential. This is realized through an inclusive, collaborative approach, supported by our comprehensive resources and deep expertise - all of which is centered on each student's unique needs.

MISSION

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

VISION

All students realize their full potential in life and learning

SSD CORE VALUES

Equity • Commitment • Collaboration

IEP Information:

- Plan on attending your student's IEP (Individualized Education Plan)
- IEP meetings are held at least once a year
- Goal progress reports are sent home quarterly
- Important to share ideas, concerns, and goals for your student's education

School Hours:

- 7:25am to 2:05pm
- Please do not drop students off prior to session time; Bridges staff is not responsible for students before session time
- Students should be picked up by session dismissal time or they will be sent home on district transportation

Communication:

- Case managers will ask about preferred method of communication (call/text/email) and provide contact information to reach them
- Case managers are the primary contact person
- Keep school informed of changes in address or phone number
- Provide an email address
- Contact building administrator for additional support/information
- Main office phone number (314) 989-7540

Social Work Services:

- Social work services are provided as outlined in a student's IEP
- Social workers can help coordinate assistance from agencies
- Social workers coordinate meetings to support students and families
- Please notify social workers of changes with providers
- Please sign a Release of Information forms
- Notify social worker of extenuating circumstances within the home

Food Service:

- All students enrolled at Bridges receive free breakfast and lunch
- Please make sure items bought for classrooms for celebrations or events are "store bought" due to health regulations. Individually wrapped items are preferred.
- Students are not allowed to bring snacks to eat during the school day
- All water bottles/beverages will remain in student lockers during the school day
- Full day students may bring a lunch. **Staff are not able to heat up or microwave lunches**
- Keep the school nurse/case manager informed if your student has any food restrictions, allergies, or special requirements due to religious practices
- **A doctor's order is needed for any change from the regular school menu or restrictions.**

Family and Community Resource Center:

- Resource center for families and community members
- Books, videos, newsletters, etc. on disabilities
- Contact at (314) 989-8108 or (314) 989-8438
- Missouri Child Abuse and Neglect Hotline contact 1-800-392-3738
- Missouri Adult Abuse and Neglect Hotline contact 1-800-392-0210

Grades:

- Student grades are reported each quarter
- Bridges uses the following grading scale:
 - A 90-100%
 - B 80-89%
 - C 70-79%
 - D 60-69%
 - F 59% and below
- With administrative approval, in some instances a student may be issued an “Incomplete”. Students have one semester to complete work for a course after being issued an “Incomplete”. “Incomplete” grades are considered an “F” and a student must re-take the course after one semester has passed.

School Dress:

- Insignia/slogans on clothing that are offensive, gang related, or profane are not permitted
- Clothing advertising or featuring illegal substances, weapons, alcohol or behavior not in line with the student code of conduct is not permitted
- Clothing, make up, and or accessories worn that bring undue attention, cause a disruption, and/or a safety hazard are not permitted
- Students will have to change if inappropriate clothing is worn. This could include something else they have with them, turning clothing inside out, or something from the Bridges closet
- Clothing should be appropriate for the weather
- Students are not permitted to wear headphones/earbuds/pods during the school day except for instructional purposes.

Pets:

- Only animals associated with approved agencies can visit school

Visitor/Observation Procedures:

- Please contact school staff at least 48 hours in advance when scheduling an appointment with teachers or administrators
- Those without an appointment may be denied access into Bridges
- Additional information about visitors can be found in Policy KK
- Visitors and observers cannot interrupt classroom instruction
- Sign in with school staff
- Complete observation/confidentiality form

- Wear visitor badge
- Limit visits to once a month
- Limit visit to one instructional period (45 minutes)
- Therapists through outside agencies require permission from the student's family and a Release of Information to visit school

Safety/Security:

- Families must sign a student in and out if they arrive or depart before normal times or if they did not arrive by district transportation
- Ensure your student is staff custody prior to leaving
- Exterior doors to the building are locked, use the bell at the main entrance to request entry
- Monthly safety review and drills are conducted with staff and students. These include fire, tornado, earthquake, and intruder drills.
- If you have questions about Bridges' safety drill procedures, please contact the school administrator.
- Visitors are asked to keep visitor badge/sticker visible while they are in the building. Please know that to ensure safety of students, staff members may ask your purpose for being in the building and to see your badge.

Reporting Absences:

- If your student is not going to be at school please call or text (314) 989-7540 by 7:15am. If calling before school hours, please leave a message.
- If a student is not at school or we have not heard from you, we will call to verify that the child is at home
- Chronic absenteeism requires us to make a truancy report and hotline to state authorities

Early Student Pickup:

- If your student is leaving early, please call the office or your student's case manager
- Note the time your child will be leaving
- Report to the office to sign your student out
- Notify the school if a relative or friend will be picking up your student. Written communication is preferred
- Proper identification is required when picking up a student

Personal Property:

- Make sure that your student leaves items of personal value at home
- Students are not to trade, borrow, buy, or sell personal items at school or on district transportation
- Staff is not responsible for the return of lost/stolen items
- Students could be charged with damaging personal property
- Student cell phones/air pods/smart watches are to be kept in lockers for the duration of the school day
- Personal property confiscated due to a code of conduct violation may be turned over to the appropriate authorities. Some items may be picked up by a guardian.

- All personal property will be placed in student lockers upon arrival to school and will remain in lockers for the duration of the school day.

Community Based Instruction:

- Community Based Instruction (CBI) helps students practice skills they learn in the classroom in a real life setting
- Not all students participate in CBI
- Teachers plan trips related to instructional activities
- Permission forms are necessary for student participation in CBI

School Closing (prior to arrival):

- Inclement weather (high heat index, snowstorms, or excessively low temperatures) and unforeseen circumstances may result in the closing of school or early dismissal
- If school is closed, announcements will be made on the District website and social media as well as radio and television
- An automated phone system will be utilized for school closure announcements

Emergency School Closing During the Day:

- Dangerous weather or building conditions may result in the closing of school
- If school is dismissed early, an announcement will be made on television and radio as well as on the SSD Website and social media pages
- Develop a back-up plan for a situation like this
- Keep the school informed of any address/phone number/email
- An automated phone system will be utilized for school closure announcements

Family/School Learning Agreement:

- Bridges has developed a Family- School Compact
 - This was included in the start of the year packet

Community Service

- Students may participate in service learning/community service

PAC

- Please consider getting involved in the SSD Parent Advisory Committee (PAC)
- SSD PAC meets monthly

All SSD School premises are smoke free

Immunizations

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

Medication

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

See policy JHCD for administration of medication for students

Please Note: many medications have been labeled to be given three or four times day. Our medication policy states that all medication must be labeled with the specific instructions for dispensing the medication during the school day. We will not be able to dispense medication that is not labeled with the specific time it is to be given at school. This procedure may require that your doctor write two (2) prescriptions - one for school and one for home, or your pharmacist may divide the medication into separate containers and label them appropriately.

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

Student Illnesses

- Please keep your student home if any of the following symptoms are present:
 - Student is unresponsive and/or unable to maintain an awakened state
 - Fever of 100.4 F and above (taken orally)
 - Temperature that is abnormally low (a rectal temperature of less than 95 F)
 - Persistent coughing
 - Abnormal nasal drainage
 - Complaining of a sore throat or difficulty swallowing combined with a fever
 - Vomiting more than once
 - Diarrhea
 - Unusually loose or watery stools
 - Unidentified or widespread rash
 - Suspected communicable disease such as flu, chicken pox, scabies, impetigo, etc.
 - Persistent or unusual pain
 - Any draining or infected sores
 - Red, crusted and/or draining eyes

If you keep your student at home for any reason, please call (314) 989-7540.

If your student exhibits any of the above symptoms at school, you will be notified to make arrangements to pick him/her up from school.

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

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

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

Transportation

- SSD provides transportation as a related service for students who qualify
- It generally takes 10 working days to set up or make changes to transportation
- Contact the school at (314) 989-7540 to make changes to transportation

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

- Have your student ready for pick-up ten minutes prior to the scheduled pick-up time
- Contact the bus garage if transportation has not arrived and it is more than 15 minutes past the scheduled pick-up time (314) 989-7165
- Assist your student both on and off the bus when necessary. The transportation provider will not leave the vehicle to come to the door of the residence
- Students will **not** be permitted to leave the vehicle at a point other than their designated stop
- Ensure that you have made arrangements for someone to receive your student. If there is no one home to meet the vehicle, the transportation provider will deliver the student to local police department
- If your student can independently let himself/herself into the residence, please inform the school and transportation
- If your student has medication that needs to be given to the school nurse, please give the medication to the driver to be delivered to school staff

- Notify the staff of any unusual circumstances that should be brought to the attention of the driver, i.e. medical attention, behavior issues, medication, etc.
- If there is a disruption, the vehicle will stop and the police will be contacted.
- Notify the student's school as soon as possible if you will be moving. It will take time to change transportation

Please be advised that:

- You should be notified by the transportation department of any changes in pick-up time at least one day prior or the effective date of the change
- You will be notified of any change in drop-off time of more than 15 minutes.
- Transportation operates on a definite schedule
- Transportation, which arrive on schedule, are not required to wait if the student is not at the stop
- Transportation will not return for students who miss the ride
- Transportation will not leave the stop before a designated time
- Students must be picked up and dropped off at the same address every day: morning and afternoon addresses may be different, but are to be consistent each day

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

Transportation Contacts:

Central Garage: (314) 989-7160 North Garage: (314) 989-7750 South Garage: (314) 989-7562

Technology

- Students may be issued technology such as a Chromebook, hotspot, or communication device
- These items belong to the school district and must be returned before leaving for summer break or before a student's last day of attendance
- Notify the school should something break, become lost, or is stolen
- Use of technology and the school WIFI is subject to school board policy and expectations in the Code of Conduct
- Students may face disciplinary action for misuse of technology
- A Technology User Agreement must be signed by a guardian for students to access SSD technology
- SSD Policy EHB and its regulations contain additional District expectations for technology and access

Student Behavior and Discipline

School staff will make every effort to communicate with families regarding student behavior, particularly in instances that are out of the ordinary for your student or which are disruptive to learning. Staff at Bridges work to support all students and their success. Individual student behavior plans are followed in addition to expecting students to follow school rules. Please reach out to your student's case manager should you have questions.

While we recognize that each student is working toward personal goals related to safety, emotional regulation, and behavior, there are times when out of school suspension is determined to be utilized. Please review the SSD Code of Conduct included in the handbook.

All students attending Bridges are required to check-in with staff upon arrival. Check-in includes the social worker, administrator, or other designated staff using a metal detecting wand to check students. Students may be asked to turn out their pockets, take off hats, take off hoods from shirts/jackets, and remove shoes. All items brought to school will be placed in individual student lockers and will remain locked throughout the school day. The check-in process is designed to keep all students safe.

Behavioral Threat Assessment

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

Alternative Methods of Instruction (AMI)

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

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

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

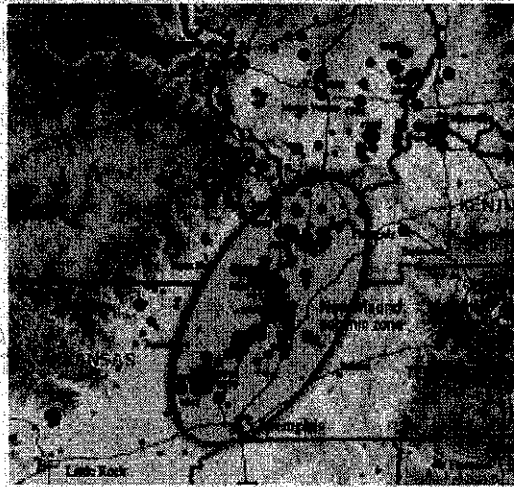
AMI Daily Plan:

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

Earthquakes in Missouri

The highest earthquake risk in the United States outside the West Coast is in the **New Madrid Seismic Zone**, centered in southeast Missouri's Bootheel. Damaging earthquakes are not as frequent as in California, but when they do occur, the destruction covers more than 20 times the area due to the nature of geologic materials in the region. A major earthquake could mean catastrophic damage in the St. Louis and southeast regions of the state, and significant damage throughout Missouri.

The New Madrid Seismic Zone averages more than 200 earthquakes per year. Most can't be felt, but a few can cause measurable damage.



Experts say there's a **25 to 40 percent chance for a major earthquake in a fifty year period**. The result could be major damage from St. Louis to Memphis. The last major earthquake in the New Madrid Seismic Zone was centered in southeast Missouri, near the town of Charleston, in 1895, so we're overdue for a major earthquake.

The Great New Madrid Earthquakes of 1811-12 were the largest in U.S. history west of the Rocky Mountains. The massive quakes destroyed homes, created lakes and briefly caused the Mississippi River to run backward. Shaking was felt as far away as the east coast!

Prepared in accordance with Missouri Revised Statutes, Chapter 160, Section 160.455

Missouri State Emergency Management Agency
PO Box 116, Jefferson City, Missouri 65102
Phone: 573/526-9100 Fax: 573/634-7966
E-mail: mosema@sema.dps.mo.gov



**To help your family survive an earthquake, know what to do
BEFORE, DURING, and AFTER a major quake strikes.**

BEFORE:

- ✓ Put together an emergency kit – flashlight, first aid kit, radio, drinking water, blankets
- ✓ Develop a family communication plan – identify a relative living at least 100 miles away; everyone can call to “check in” to tell family you’re safe
- ✓ Make sure all heavy or breakable items are on lower shelves
- ✓ Know how to turn off utilities

DURING:



- ✓ DROP to the ground.
- ✓ COVER your head with your hands and arms. Crawl under a sturdy table or desk if there’s one nearby.
- ✓ HOLD ON until the shaking stops.
- ✓ If you’re driving, pull off the road, away from buildings and utility poles, and stay in your car.
- ✓ If you’re outside, drop to the ground, away from large objects, and cover your face and head with your arms.

AFTER:

- ✓ Find your family; check for injuries
- ✓ If necessary, call 911 for help
- ✓ If you smell gas or hear a hissing sound, go outside – shut off gas valve
- ✓ Be careful to avoid live power lines and broken glass
- ✓ Listen to news for latest emergency information
- ✓ Be ready for aftershocks!

Missouri State Emergency Management Agency
PO Box 116, Jefferson City, Missouri 65102
Phone: 573/526-9100 Fax: 573/634-7966
E-mail: mosema@sema.dps.mo.gov



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

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

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V Revised 4/17-²In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

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

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

1. A statement that requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated. 7.

How will a complaint filed with the Department be investigated?

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

The following activities will occur in the investigation:

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

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

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

9. How will appeals to the Department be investigated?

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

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

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

Policy: KL-R: PUBLIC CONCERNS AND COMPLAINTS

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

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

Family members, community members, or other stakeholders having concerns or complaints about topics not included in the above list are to use the following process:

1. Concerns or complaints should first be addressed to the teacher or employee directly involved.
2. Concerns or complaints may initially be voiced via telephone, in writing, or by email. However, concerns or complaints voiced beyond the teacher or employee directly involved must be in writing. The individual voicing the concern or complaint should provide contact information for a response from the district.
3. Anonymous telephone or written complaints will be reviewed and investigated if there is evidence of impropriety or violation of district policies, regulations, or procedures. Individuals making an anonymous complaint will not receive a response from the district.
4. A copy of the written concern or complaint should be provided to the superintendent. If the concern or complaint is about the superintendent, a copy will be provided to the board.
5. The district employee investigating the concern or complaint may require information in addition to that initially provided. To ensure a thorough investigation, the individual voicing the concern or complaint should provide the information requested.
6. Unsettled matters from above or concerns or complaints regarding an individual school should be presented in writing to the principal, area coordinator, or other supervisor.
7. The district employee investigating the concern or complaint will investigate and provide a written response to the complainant within five business days of receiving the complaint unless additional time is necessary to investigate, or extenuating circumstances exist. If additional time is necessary, the district employee will inform in the complaint of the additional time necessary and the reason.
8. Unsettled matters from above should be presented to the next level of supervisor in writing. The director will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate, or extenuating circumstances exist.
9. Unsettled matters from above or concerns or complaints regarding the school district in general should be presented to the superintendent or designee in writing. The superintendent or designee will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate, or extenuating circumstances exist. If additional time is necessary, the superintendent will inform in writing the individual raising the complaint of the additional time necessary and the reason.
10. If the matter is not settled satisfactorily by the superintendent or designee, the member of the public may request that the issue be put on the board agenda according to requirements of board policies BDDB and BDDH. Written comments submitted to the superintendent or the secretary of the board that are directed to the board will be provided to the entire board.
11. The board will consult with the appropriate district staff and may require a family member, patron, or student to meet with or discuss an issue with district staff prior to making a decision in the matter.
12. The superintendent or designee is authorized to immediately make changes to bring the district into compliance with federal law if the investigation determines that the law has been violated.
13. The district will maintain a copy of the complaint and documentation of any written resolution, when applicable, in accordance with law.
14. Records will be released upon request when required by law. In situations where a violation of law has been

alleged or determined or documents include legal advice or work product, the superintendent or designee will have the district's legal counsel review the documents before they are released.

Date Revised:
October 23, 2018
April 22, 2025

Educating Missouri's Homeless Children

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

Who is Homeless?

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

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

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

Which School Can a Homeless Child Attend?

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

Enrollment

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

Transportation

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

The Homeless Coordinator

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

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

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

Missouri Child Abuse and Neglect Hotline Numbers

Toll-free Phone Line

1-800-392-3738

Hearing and Speech Impaired

1-800-735-2466 Voice

1-800-735-2966 Text

MO HealthNet for Kids

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

Website: <https://dss.mo.gov/mhk/>

Toll-free phone number: 255-373-4636

Visit your local **Family Support Division** office

Trauma-Informed Schools Initiative

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

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

Policy JG: STUDENT DISCIPLINE

It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. Discipline will be equitably applied and viewed as a learning opportunity with the ultimate goal of improving behavior, safety, and the school climate. The district seeks to minimize the unnecessary exclusion of students from classrooms and school and encourages the superintendent and district staff to exclude students only when necessary to maintain a safe and appropriate learning environment. The superintendent or designee is authorized to contact the district's attorney for advice on the legality of district discipline or the discipline process. The board encourages the superintendent to recommend changes to board policy related to student discipline as needed.

To assist district staff in maintaining an appropriate classroom environment, the board has created a discipline code that addresses consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students. Regulation JG-R is the district's Code of Conduct. This policy and Code of Conduct apply to students enrolled in district schools and programs. Students receiving services from Special School District (SSD) and attending partner district schools follow the Code of Conduct of that partner district. A copy of the district's comprehensive written code of conduct will be distributed to every student and the families of every student at the beginning of each school year and will be available in the superintendent's office during normal business hours and on the district's website.

Equity

All district staff are required to enforce district policies, regulations, and procedures in a manner that is consistent, developmentally appropriate, and equitable. District staff who increase or decrease the consequences for student misconduct based on individual circumstances must document the reasons for the variance. The superintendent or designee will regularly review district discipline data to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the board for policy changes, training, or resources to further the district's goals for providing equitable education to all students.

Application

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

Discipline for Off-Campus Misconduct

Students may be disciplined for misconduct that occurs off district grounds and outside a district activity when allowed by law including, but not limited to, the following situations:

1. The district's technology is used.
2. The student's conduct negatively impacts the education environment or there is a nexus to the education environment and the conduct is not otherwise protected by law.
3. The student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction (not a juvenile court). The board may suspend such students after a hearing in accordance with law.
4. The student has been indicted on, charged with, or convicted of one of the specific crimes listed in § 167.171, RSMo. (see in policy JEC) or a petition has been filed or adjudicated in juvenile court involving one of the specific crimes listed in § 167.171, RSMo. The district shall exclude such students from school or from the general education environment after appropriate due process.
5. The student transfers to the district during a suspension or expulsion from another public school or a private or parochial school, and the district determines that the conduct would have resulted in a suspension or expulsion in this district. The district may honor a student's suspension or expulsion in such cases after providing appropriate due process when necessary.

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

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

Enforcement

Building principals are responsible for the development and enforcement of additional student conduct rules needed to maintain proper behavior in schools under their supervision. All such rules shall be consistent with board-adopted discipline policies and regulations. Teachers have the authority and responsibility to make and enforce necessary rules for discipline in the classroom, subject to review by the building principal. The board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All district staff enforcing student discipline should seek to minimize, as much as possible, the amount of instructional time the student loses.

All district employees shall annually receive instruction related to the specific contents of the district's comprehensive code of conduct and any interpretations necessary to implement its provisions including, but not limited to, confidentiality requirements and the approved methods for dealing with acts of school violence and disciplining students with disabilities.

Date Adopted:
February 10, 1986

Date Revised:
September 13, 1988
July 23, 1998
April 24, 2001
June 17, 2003
July 15, 2008
August 13, 2013
June 27, 2017
December 10, 2024

Policy JG-R: STUDENT DISCIPLINE

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

Students with disabilities will be disciplined pursuant to applicable law in accordance with this regulation and policy JG, as applicable, and in accordance with policy JGE.

Reporting to Law Enforcement

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

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

Documentation in Student's Discipline Record

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

Conditions of Suspension, Expulsion, and other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district activity or being on or near district property or the location of any district activity for any reason unless permission is granted by the superintendent or designee. When appropriate, the district may prohibit students from participating in activities or restrict a student's access to Special School District (SSD) or partner district property as a disciplinary consequence even if a student is not suspended or expelled from school.

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

1. The student is under the direct supervision of the student's parent, legal guardian, custodian, or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian, or custodian, and the superintendent or designee has authorized the student to be on district property.

2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence

If a student violates the prohibitions in this section, they may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Consequences," listed below.

Impact on Grades

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

Prohibited Conduct

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

Removal from Technical High Schools

In addition to the consequences identified within the ranges established in this regulation, a consequence of student prohibited conduct may include removal from the technical high school program. Students enrolled in programs offered through North Technical High School or South Technical High may be withdrawn from the technical high school program and return to their sending school with the approval of the superintendent or designee. Depending on timing, the district may allow the student to remain enrolled until a logical exit point such as the end of the semester or grading period.

Academic Dishonesty

Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; use of all unauthorized electronic devices; and other misconduct related to academics, including unauthorized use of generative artificial intelligence (AI), such as large language models (chatbots).

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

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

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

Assault

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

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

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

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

Automobile/Vehicle Misuse

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

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

Bullying and Cyberbullying (See board policy JFCF)

Bullying

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

Bullying may consist of:

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

Cyberbullying

1. Bullying through the transmission of a communication including, but not limited to:

- a. A message, text sound, or image by means of an electronic device including, but not limited to
- b. A telephone, wireless telephone, or other wireless communication device, computer, or pager

Cyber Threats

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

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

Bus or Transportation Misconduct

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

Dishonesty

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

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

Disrespectful or Disruptive Conduct or Speech (see board policy AC if illegal harassment or discrimination is involved)

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

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

Drugs/Alcohol (see board policies JFCH and JHCD)

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

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

2. Possession of or attendance while under the influence of any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under schedules I, II, III, or IV of the Controlled Substances Act, unauthorized inhalant, counterfeit drug substance, or imitation controlled substance, any substance intended to create a false negative on a drug test, or any substance prohibited on district property by law or policy

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

3. Sale, purchase, transfer, manufacture, or distribution of any unauthorized prescription drug, alcohol, narcotic substance illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under schedules I, II, III, or IV of the Controlled Substances Act, unauthorized inhalants, counterfeit drugs substance, imitation controlled substances or any substance intended to create a false negative on a drug test, any substance prohibited on district property by law or policy, or drug-related paraphernalia

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

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

Extortion

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

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

Failure to Care for or Return District Property

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

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

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

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

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

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

False Alarms (see also Threats or Verbal Assault")

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

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

Fighting (see also "Assault")

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

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

Gambling

Betting on an uncertain outcome, regardless of stakes including, but not limited to, betting on outcomes of activities, assignments, contests, and games.

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

Harassment, including Sexual Harassment (see board policy AC)

1. Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on gender, race, color, religion, sex, sexual orientation, national origin, ancestry, disability, or any other characteristic protected by law. Examples of harassment include, but are not limited to, racial jokes or comments, requests for sexual favors and other unwelcome sexual advances, graffiti, name calling, or threatening, intimidating or hostile acts based on a protected characteristic.

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

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, sexual orientation, national origin, ancestry, disability, or any other characteristic protected by law. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.

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

Hazing (see board policy JFCG)

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

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

Incendiary Devices or Fireworks

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

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

Insubordination

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

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

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

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

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

Nuisance Items

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

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

Public Display of Affection

Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

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

Safety and Security Cameras/Equipment

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

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

Safety Violation

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

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

Sexting and/or Possession of Sexually Explicit, Vulgar, or Violent Material

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

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

Sexual Activity

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

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

Technology Misconduct (see board policy EHB and KKB and procedure EHB-R)

1. Attempting, regardless of success, to gain unauthorized access to a technology system or information; using district technology to connect to other systems in evasion of the physical limitations of the remote system; copying

of district files without authorization;

Interfering with the ability of others to utilize district technology; using technology to secure a higher level of privilege without authorization to introduce computer viruses, hacking tools, or other disruptive/destructive programs; or using district technology to evade or disable a filtering/blocking device.

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

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

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

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

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

4. Use of audio or visual recording equipment in violation of board policy KKB.

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

Theft

Attempted theft or knowing possession of stolen property.

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

Threats or Verbal Assault

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

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

Tobacco Possession or Use

1. Possession of any tobacco products, electronic cigarettes, other nicotine delivery products, or lighters on district property, district transportation, or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy JHCD.

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

2. Use of any tobacco products, electronic cigarettes, or other nicotine-delivery products or lighters on district property, district transportation, or at any district activity. Nicotine patches or other medications used in the tobacco cessation program may only be used in accordance with district policy JHCD.

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

Truancy or Tardiness (see board policy JED and procedure JED-R)

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

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

Unauthorized Entry

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

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

Unauthorized Groups/Gangs

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

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

Vandalism (see board policy ECA)

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

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

Weapons (see board policy JFCJ)

1. Possession or use of any weapon as defined in board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g) (2) or § 571.010, RSMo.

First Offense	One calendar year suspension or expulsion, unless modified by the board upon recommendation by the superintendent, police notification.
Subsequent Offense	One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent, police notification.

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

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

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

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

Date Revised:
September 14, 2010
September 10, 2013
October 13, 2015
July 18, 2017
March 12, 2024
April 22, 2025

Policy: JGGA : BEHAVIOR INTERVENTION STRATEGIES

The District has established this policy to ensure the care, welfare, safety, and security of all students, staff, and others in all school settings, both on and off grounds. This policy applies to: a. All Special School District (SSD) personnel employed by Special School District, b. All individuals volunteering for the SSD, and c. All individuals performing services on behalf of the SSD in District or other facilities or at the direction of the SSD.

SSD personnel assigned to schools or facilities not located on SSD premises will follow the schools' or facilities' policies. If there is a conflict between SSD's policy and that of the facility, the employee will notify his or her supervisor and follow the SSD policy until otherwise directed by the SSD's superintendent or designee. Nothing in this policy prevents a school resource officer, police officer employed by the District, or off-duty police officer from exercising appropriate police authority when attempting to prevent a criminal act from occurring or when responding to a criminal act.

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

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

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

Physical restraint, mechanical restraint, seclusion, and the secure observation room are to be used only when a. As determined in the student's IEP or Section 504 plan to address a student's behavior, b. An emergency occurs, in which there is a risk of injury to the student or others, or c. All less restrictive interventions have failed to achieve de-escalation.

The following are prohibited:

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

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

As soon as possible after the resolution of the crisis:

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

Staff will regularly meet to discuss occurrences of the use of the secure observation room, and/or restraint.

Following any emergency situation, the student's team shall meet as soon as possible, but no later than two (2) school days, after the situation occurred.

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

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

Revised: May 25, 2017; April 26, 2022

Policy:JGGA (Regulation): BEHAVIOR INTERVENTION STRATEGIES

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

This regulation is divided into the following sections:

1. Training for staff
2. Definitions
3. The Continuum of Interventions
4. Specific circumstances, limitations, and guidelines under which physical intervention techniques are used
5. Types of restraint
6. Seclusion, secure observation room
7. Debriefing and communication
8. Documentation
9. Involvement of law enforcement officers

Levels of Training

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Continuum of Interventions

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

The continuum of interventions includes the following:

1. *Preventative strategies* - These non-physical strategies are intended to prevent the escalation of negative behavior to the crisis stage. They include such things as active listening, encouragement, problem solving, clarifying expectations, redirections, restructuring the environment, schedules, social skills training, and use of sensory or visual supports.
2. *Non-physical intervention* – The types of non-physical intervention are explained in the following paragraphs. In a time of crisis, staff must, whenever possible, first intervene with non-physical interventions. These interventions include non-verbal de-escalation techniques, verbal de-escalation techniques, and time-out. It must be noted that at times the risk to safety of the student or others may be so great that staff must immediately intervene physically.
3. Non-verbal de-escalation techniques are non-physical strategies that do not use verbal statements or exchanges and are intended to de-escalate negative behavior. Examples include the use of proximity or personal space, and body language including facial expressions, gestures, posture, and movement.
4. Verbal de-escalation techniques are non-physical strategies that involve the use of neutral voice tone, rate of speech, volume, and appropriate language.
5. Time-out is a brief removal from sources of reinforcement within instructional contexts. Examples include planned ignoring or changing a seat location.
6. Physical intervention is to be used only when the safety of the student or others is at risk. Physical intervention strategies are techniques including personal safety techniques, physically transporting a student to a secure setting, and/or physical restraint. They may be used only when the safety and well-being of the student, other students, staff, or other persons are threatened, and only when other avenues of non-physical crisis intervention have been exhausted or cannot be used because of the immediacy of the situation. This regulation lists specific circumstances, limitations, and guidelines under which physical intervention

techniques are to be used. When implementing physical intervention techniques, staff must place primary emphasis on the safety of the student and others.

7. Personal safety techniques encompass a variety of actions or disengagement procedures staff members use in order to maintain safety while intervening with a student who is exhibiting a range of aggressive behaviors. Personal safety techniques include a) methods to block contact from a dangerous object such as a thrown item, punch, hit, slap, head-butt, or kick, and b) a variety of procedures to disengage from students attempting to hold, choke, or bite another person, or pull on the other person's clothing, hair, or other body parts. Personal safety techniques do not include physical restraint.
8. Physical transport is the temporary touching or holding of a student's hand, wrist, arm, shoulder, or back for the purpose of moving a student who is acting out or eloping. This includes assisting the student off the floor to move to another location.
9. Physical restraint is the person-to-person restriction that immobilizes or reduces the mobility and ability of a student to move their torso, arms, legs, or head freely for one minute or more. Physical restraint may not be used as a punitive form of discipline, as a threat to control the student, or to coerce compliant behavior.
10. Seclusion is the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving and that complies with the building code in effect in the district. Seclusion does not include time-out, in-school suspension, detention, or other appropriate disciplinary measures.
11. Secure Observation Room is a specially designed room in which the door is locked, and students are continuously observed. Visual monitoring must occur through a technology-supported device using a camera and monitor and/or line of site vision.

Specific Circumstances, Limitations, and Guidelines Under Which Physical Intervention Techniques are Used
Physical Interventions are to be used only

1. As a last resort when the safety of the student, other students, staff, or other persons is threatened, and only when other avenues of non-physical crisis intervention and/or less intrusive interventions have been exhausted.
2. In an imminently physically threatening situation, when the safety of others is in imminent danger. Except for situations presenting the imminent risk of physical harm to individuals, non-physical intervention strategies must be exhausted before using physical interventions.

Physical interventions will be:

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

Physical interventions will not:

1. Place a student in any position that puts pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat
2. Include a prone restraint
3. Obstruct views of the student's face
4. Obstruct the student's respiratory airway, impair the student's breathing or respiratory
5. Capacity, or restrict the movement required for normal breathing to cause positional Postural asphyxia

6. Place pressure or weight on, or causes the compression of the student's chest, lungs.
7. Sternum, diaphragm, back, abdomen, or genitals
8. Obstruct the student's circulation of blood
9. Involve pushing on or into the student's mouth, nose, eyes, or any part of the face or
10. Involve covering the face or body with anything including, but not limited to, soft objects such as pillows, blankets, or washcloths
11. Endanger the student's life or significantly exacerbate the student's medical condition
12. Be purposely designed to inflict pain
13. Restrict the student from communicating. If an employee physically restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of restraint for brief periods unless an employee determines that such freedom appears likely to result in harm to self or others.

Types of Restraint

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

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

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

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

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

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

Mechanical restraints will not:

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

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

Seclusion and Secure Observation Room

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

1. With parental approval as stated on the IEP or 504 Plan or
2. In an emergency situation

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

Debriefing and Communication

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

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

Notice to Families/Guardians

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

Family/guardians will be informed at that time that they shall receive a written report of the incident.

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

The written incident report shall include all of the following:

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

Documentation

IEP or Section 504 Plan

If the IEP team determines, and the family/guardian consents, that a form of restraint may be appropriate in certain identified situations, the team may set forth the conditions and procedures in the IEP or 504 plan. These conditions and/or procedures must not violate any SSD policy. Any use of restraint or seclusion must be limited to what is set forth in the IEP or 504 plan. If the IEP or 504 plan permits the use of restraint or seclusion, it must also contain a plan to eliminate the need for their use. Before adding the use of restraint or seclusion to an IEP or 504 plan, the school team must complete a functional behavior assessment and a positive behavior support plan for the student. The team should include, but not be limited to, the following people: family/guardian, classroom teacher, or specialists who work with behaviors that interfere with a student's ability to participate in their education.

District Documentation

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

Involvement of Law Enforcement Officers

Staff will include a police officer in crisis intervention only:

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

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

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

Date Revised:

June 13, 2017

April 26, 2022

Policy JFCE: BULLYING

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

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

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

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

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

Adopted: June 20, 2007

Revised: October 27, 2015, February 28, 2017

Policy IKF-R: GRADUATION REQUIREMENTS

Requirements

A student must meet the following requirements in order to graduate from the district, unless otherwise exempted. The student must:

1. Complete a total of 24 credits, including credits required by the State Board of Education
2. Pass examinations on the provisions and principles of American History, American Institutions, American Civics, and the Missouri and U.S. Constitutions (SS 170.011, .345, RSMo.)
3. Successfully complete a course of instruction of at least one semester on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government, and the electoral process (SS 170.011, RSMo.)
4. Have earned credit in the district's educational program between the ninth (9th) and twelfth (12th) grades
5. Have taken all required end-of-course (EOC) examinations or alternate State assessments (MAP-A)
6. Have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver, or other first aid for choking. (SS 170.310, RSMo.)

Exceptions

1. Graduation requirements for a student with a disability receiving special education services, pursuant to the Individuals with Disabilities Education Act (IDEA), may be determined by the student's Individualized Education Program (IEP). Any specific graduation requirement other than State assessments may be waived if determined by the student's IEP team (DESE graduation guidance.) The student's IEP team may also determine that the student should graduate by meeting IEP goals.
2. Students transferring from other Missouri school districts or charter schools, private or parochial schools, home schools, unaccredited schools, and schools in other states or countries will have their credits transferred in accordance with guidance from the Department of Elementary and Secondary Education (DESE) and may have some graduation requirements waived depending on the circumstances. (DESE graduation guidance).
3. The district will waive the requirement to pass examinations on the provisions and principles of American History, American Institutions, American civics, and the Missouri and U.S. Constitutions, for students who transfer from a school outside Missouri if they can document the successful completion of a course of instruction in the institutions, branches and functions of state government, including local governments, the U.S. government, and the electoral process. Such instruction must have been completed in grades nine (9) through twelve (12). The district will waive the requirement to pass a civics examination when recommended by the student's IEP team. (SS 170.011, RSMo., DESE Graduation Guidance)
4. Graduation requirements for foster care students will be modified or waived in accordance with state and federal law and board policy IGBE. (SS 160.1990, RSMo.)
5. Students in the household of an active-duty member of the military, or students in the household of certain veterans who are deceased or injured as defined by law, who transfer into the district may have graduation requirements modified or waived in accordance with law. (SS 160.2000, RSMo.)
6. Eligible students, who successfully complete the Missouri Option Program, will be awarded a high school diploma. (5 C.S.R. 20-500.330)

Earning Credit, Substituting Credit, and Alternatives

1. The superintendent or designee is directed to assign credit values for courses offered by or through the district, and to develop procedures for awarding credit to students from a district that uses a different standard for awarding credit.
2. The district recognizes units of credit obtained through accredited schools and school districts, including credits earned through courses delivered primarily through electronic media, or online courses that have been approved by the board. For the purposes of this policy, an "accredited school" is a Missouri public school, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED, or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organization. (SS 161.670, RSMo., DESE Graduation Guidance)
3. Students may earn advanced-standing credit by successfully completing high school level courses prior to entering the ninth grade. Advanced-standing credit may be counted toward meeting all graduation requirements, including state minimum requirements. (DESE Graduation Guidance)
4. The district may waive one unit of academic credit in English Language Arts, Mathematics, Science or Social Studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program. Students must request this credit waiver prior to enrolling in the career/technical program for which the waiver is sought. Students must take the end-of-course exam required for any waived course. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of at least one semester in length on the institutions, branches, and functions of the government of the state of Missouri, including local governments and of the government of the United States and the electoral process. Students are also required to meet State requirements regarding American civics. (DESE Graduation Guidance)
5. In addition to the waiver of credit above, a student may fulfill one unit of academic credit with a district-approved agriculture, or career and technical education course, for any English Language Arts, Mathematics, Science or Social Studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made for courses that require an end-of-course assessment. Unless otherwise waived by law, students who waive a Social Studies unit under this section, are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet State requirements regarding American Civics. (SS 170.017, RSMo)
6. A student may fulfill any district-required mathematics, science or practical arts unit with a district-approved computer science course as long as the student has taken or is on track to take all courses that require end-of-course examinations for math and science. The district will notify all students relying on this provision that some institutions of higher education may require four units of academic credit in mathematics for college admission. The district will require the parent, guardian or legal custodian of each student to acknowledge in writing that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions. (§ 170.018, RSMo.)
7. Students may earn credit for a subject that has been embedded into another subject area course in accordance with guidelines established by DESE. (DESE Graduation Guidance)
8. The superintendent or designee may approve credit earned on a proficiency basis if a student is able to demonstrate mastery of the competencies for a particular course, and if state requirements are met for a quality, competency-based credit system. (DESE Graduation Guidance)
9. Students may earn credit by other means as approved by the board, and in accordance with law.

Diplomas and Certificates

Students who meet district graduation requirements will receive a district diploma. Other students will be awarded a diploma, or certificate, in accordance with this policy, and as permitted by law.

District Diploma for Coursework Completed in Other Districts

In accordance with law and DESE guidance, the district may be required to issue a diploma to students who did not complete their education in the district but who graduated based on the district's graduation requirements. Such circumstances include, but are not limited to, situations where, in accordance with law:

1. A foster student transfers from the district to another school or district
2. A student in the household of an active-duty member of the military transfers to another district (SS 160.1990; .2000; 167.019, RSMo.)

Diplomas from Other Districts

Students in the household of an active duty member of the military, or students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district at the beginning of, or during their senior year, and do not meet the graduation requirements of the district by the end of their senior year, may receive a diploma from the school district they are transferring from if they are able to meet the graduation requirements of that district. (SS 1660.2000, RSMo)

Foster care students who enroll in the district at the beginning of, or during their senior year, who cannot meet the graduation requirements of the district by the end of their senior year, even after all alternatives have been considered, may receive a diploma from the school district they are transferring from if they are eligible to receive a diploma from that previous district. (SS 1660.1990, RSMo)

Certificates of Attendance

Students with disabilities who reach age 21 or otherwise terminate their education, and who have met the district's attendance requirements but have not completed the requirements for graduation, may receive a certificate of attendance as directed by the student's IEP team. (DESE Graduation Guidance)

Career and Technical Education Certificate

In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE), if they meet the standards created by the State Board of Education. (SS 170.029, RSMo)

Seal of Biliteracy

The district may award a Missouri Seal of Biliteracy to students who have attained proficiency in English, and at least one other language, before high school graduation in accordance with rules established by DESE.

Date Revised:
April 28, 2020

EHB-R2 (Regulation): TECHNOLOGY USAGE/TECHNOLOGY SAFETY

Definitions

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

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

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

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

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

Technology Administration

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

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

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

All district technology resources are considered district property.

Authorized Users

District technology resources may be used by authorized:

1. Students
2. Employees
3. Board members
4. Other persons approved by the superintendent or designee, such as consultants, legal counsel and independent contractors

Conditions and Rules of Use

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

1. All users must agree to follow the district's policies and procedures and sign or electronically consent to the district's user agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee.
2. A user should not have a legal expectation of privacy in any electronic communications or other activities involving the district's technology resources including, but not limited to, voice mail, telecommunications, e-mail and access to the internet or network drives.
3. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district when using district access and/or resources.
4. Users must consent in their User Agreement to interception of or access to all communications accessed, sent, received or stored using district technology.
5. The district will only provide a user ID with e-mail access if the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.
6. Passwords for accounts held by board members will be held by the superintendent's office.
7. No student, employee or other potential user will receive an ID, password or other access to district technology if he or she is considered a security risk by the superintendent or designee.
8. A user will be responsible for any actions taken by those using the user's ID or password. A user will not be responsible for theft of passwords and IDs unless the theft was the result of user negligence.
9. Users are required to obey all laws, including criminal, copyright, privacy, defamation and obscenity laws. The district will render all reasonable assistance to local, state or federal officials for the investigation and prosecution of persons using district technology in violation of any law.
10. Users may only install and use properly licensed software, audio, or video media purchased by the district or approved for use by the district. All users will adhere to the limitations of the district's technology licenses.
11. All users will use the district's property as it was intended.
12. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops, and tablets.
13. Users are responsible for following district asset management and tracking procedures.
14. Use of district technology resources are subject to district and board policies and regulations, even if the resource is used off-site or outside of working hours.

Prohibitions

The following are prohibited:

1. Applying for a user ID under false pretenses
2. Using another person's user ID and/ or password
3. Sharing user IDs or passwords with others except
 - a. When temporary passwords are shared with the district's technology department for the purpose of support
 - b. Teachers may have access to student passwords to ensure that access is appropriate and for instructional purposes
4. Individuals who share IDs or passwords may be disciplined and will be held responsible for any actions taken by those using the ID or password. A user will not be responsible for theft of passwords and IDs, but may be responsible if the theft was the result of user negligence.
5. Deleting, examining, copying or modifying district files or data without authorization
6. Mass consumption of technology resources that inhibits use by others.
7. Use of district technology for soliciting, advertising, fundraising, commercial purposes or financial gain, unless authorized by the district or in accordance with policy KI.
8. Use of district technology resources to advocate, support or oppose any ballot measure or candidate for public office.
9. Accessing fee-based services without permission from an administrator. A user who accesses such services without permission is solely responsible for all charges incurred.

10. Accessing, viewing or disseminating information using district resources, including e-mail or Internet access that is pornographic, obscene, child pornography, harmful or obscene to minors, libelous, pervasively indecent, vulgar, or otherwise illegal.
11. Accessing, viewing or disseminating information on any product or service not permitted to minors unless under the direction and supervision of district staff for curriculum-related purposes.
12. Accessing, viewing or disseminating information using district technology resources in a way that constitutes cyber bullying, or insulting or fighting words, by which other people may be harassed or injured or (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin).
13. Using district technology resources to access, view, or disseminate information that may cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful district policies, regulations and procedures.
14. Any use that has the purpose or effect of discriminating or harassing any person or persons on the basis of race, color, religion, sex, national origin, ancestry, disability, genetics, age, pregnancy or use of leave protected by the Family and Medical Leave Act or the violation of any person's rights under applicable laws (will be addressed as described in policy AC).
15. Any unauthorized, deliberate or negligent action that damages or disrupts technology, alters its normal performance, or causes it to malfunction regardless of the location or the duration of the disruption.
16. Copying software or media in audio or visual format for home or other use unless permitted by the district's license and approved by the district.
17. Removing district technology or software from district premises, unless authorized by the district.
18. Lifting, moving, or relocating technology hardware without permission from a building administrator. All users will be held accountable and will be charged for any damage they cause to district technology resources. The district will seek both criminal and civil remedies, as necessary.
19. Using district technology resources to communicate with the news media or elected officials, excluding the Board of Education, unless authorized by the superintendent or designee.

Student Users

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

Employee Users

1. No employee will be given access to the district's technology resources unless the employee agrees to follow the district's User Agreement prior to accessing or using the district's technology resources.
2. Authorized employees may use the district's technology resources for reasonable, incidental personal purposes as long as the user does not violate any provision of district policies, regulations or procedures, hinder the use of the district's technology resources for the benefit of its students or waste district resources.
 - a. Any use that jeopardizes the safety, security or usefulness of the district's technology resources or interferes with the effective and professional performance of the employee's job is considered unreasonable. Violations of this requirement may include but are not limited to actions that:
 - i. Waste district resources
 - ii. Interfere with job responsibilities
 - iii. Hinder technology benefits for students
 - iv. Fail to comply with directive(s) from district supervisor(s)
3. Unless authorized by the employee's supervisor in advance, employees may not access, view, display, store, print or disseminate information using district technology resources that students or other users could not access, view, display, store, print or disseminate.
4. Users will be granted access privileges to district technology resources after approval by their supervisor and by the technology services department. The procedure for requesting access is available from the technology services department.

5. Any attempts to secure a higher level of privilege than currently approved without authorization is prohibited.

Board Member Users

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

External Users

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

Technology Security and Unauthorized Access

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

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

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

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

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

Online Safety, Security and Confidentiality

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

1. Supervising and monitoring student technology use
2. Careful planning when using technology in the curriculum
3. Instruction on appropriate materials
4. Procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines
5. Instructing all students on safety and security issues, including (a) appropriate online behavior and (b) the dangers of sharing personal information about themselves or others when using email, social media, chat rooms or other forms of direct electronic communication

6. Instructing all students on cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms
7. Providing instruction in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district
8. Instructing and requiring that employees abide by state and federal law and board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records

All users are prohibited from using district technology to:

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

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

Student Users

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

Employee Users

1. Users shall receive or transmit communications using only district-approved and district-managed communication systems. For example, users may not use messaging, videoconferencing or chat services, except in special cases where arrangements have been made in advance and approved by the district.
2. All district employees, including staff assigned to Partner District will abide by state and federal law, board policies and district rules including, but not limited to, policy JO and regulation JO-R when communicating information about personally identifiable students.
3. Employees shall not transmit confidential student information using district technology, unless designated for that use. Employees will take precautions to prevent negligent disclosure of student information or student records.
4. No curricular or non-curricular publication distributed using district technology will include the address, phone number or e-mail address of any student without permission.

Closed Forum

The district's technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district's website will provide information about the district but will not be used as an open forum.

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

Records Retention

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

In the case of pending or threatened litigation, the district's attorney will issue a litigation hold directive to the superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district's attorney. E-mail and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released.

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

Violations of Technology Usage Policies and Procedures

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

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

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, non-deliveries, mis-deliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

Electronic Mail and Messaging

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

The following actions are prohibited:

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

Communication Devices

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

Damages

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

Exceptions

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

Waiver

Any user who believes he or she has a legitimate educational purpose for using the district's technology in a manner that they may violate any of the district's policies, regulations or procedures may request a waiver from the building principal, superintendent or their designees. In making the decision to grant a waiver to a student, the administrator shall consider the student's purpose, age maturity and level of supervision involved.

Date Revised:
March 25, 2022

Policy JHDC: STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

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

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

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

Adopted: January 9, 2018
Revised: February 28, 2023

Policy JHDC Regulation: STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

Definitions

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

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

Suicidal Ideation- Thoughts and ideas about committing suicide.

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

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

Risk Factors for Suicide

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

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

Protective Factors for Suicide

Protective factors buffer individuals from suicidal thoughts and behavior:

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

Safety Plan

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

Suicide Prevention Education for Students

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

Student education will include the following:

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

Suicide Prevention and Response Protocol Education for Staff

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

Beginning July 1, 2025, identification badges cards issued to students in grades 7–12 shall include the three-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline, 988, and the nonemergency phone number of the local police department. Cards purchased prior to this date may be used until the supply is depleted.

Reporting

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

Response from Suicide Response Team

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

1. Ensure the student is in a safe and private area. The student should not be unsupervised or allowed to leave the campus. Ensure the student does not have any weapons or other items to inflict self-harm.
2. Assess the student using a district-approved tool that includes level of risk and/or safety plan.
3. Notify an administrator of the results of the assessment.
4. Notify the family or guardian if an assessment is completed or changes are made to the safety plan.
5. If appropriate or requested by the family/guardian, staff will provide information about outside services. At the family/guardian's request, staff will make a referral to an outside service selected by the family/guardian. Staff will not promise or imply that the district will assume any financial responsibility.
6. If the family/guardian refuses to cooperate or there is any concern regarding the student's safety, local mental health service providers and/or law enforcement may need to be engaged. A report may be made to the

Missouri Children's Division or the Missouri Department of Aging.

7. Follow-up with the referring staff member by providing information that the staff member needs to know to perform their duties as they relate to the student.
8. Staff will document actions and communication in the district documentation system.

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

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

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

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

Publication of Policy and Regulation

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

Date Revised:
February 28, 2023
April 22, 2025

2025-2026 School Year

Dear Parent or Guardian,

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

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

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

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

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

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

Sincerely,
Kelly Grigsby, Ph.D.
Deputy Superintendent