

Special School District

Ackerman School



Student and Family

Handbook

2026-2027

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Your Notice of Non-Discrimination and Accommodation

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

Ackerman School

Mission, Vision and Core Values

Mission

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

Vision

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

Schoolwide Expectations

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

- **Professionalism/Responsibility:** Model integrity, high standards, and teamwork to set a clear standard of excellence for our students and community.
- **Adaptability/Flexibility:** Embrace flexible thinking and continuous learning to effectively meet the evolving needs of our school.
- **Inclusion/Belonging:** Champion equity and belonging so that every student, family, and colleague feels valued, respected, and supported.

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

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

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

School Closures: Please refer to enclosed Ackerman School Calendar

Administration: Jenna Heinlein
Principal
JMheinlein@ssdmo.org

Carrie Page,
Assistant Principal
CApage@ssdmo.org

Helpful Phone Numbers:

Ackerman School Office	Phone:341-989-7200 Fax: 314-989-7225
Health Office	Christine Nash: Julie Schryver:
Social Work	Karen Coleman-314-989-7204 Amber Prymer-314-989-7254 Michelle Flynn-314-989-7260 Nicholas Heller-314-989-7216 Willow Wakeley-Smith- 314-989-7211
Transporation	Central Garage-314-989-7563
Student Records	314-989-8100

SPECIAL SCHOOL DISTRICT

2026-27 Student Academic Calendar

Students and staff in partner districts should refer to their partner district calendar, as this calendar only reflects SSD schools, buildings, and programs.
For the most current version of this calendar, visit: www.ssdmo.org/Calendar



JULY 2026

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

JULY 3: District Closed, Independence Day Observed

AUGUST 2026

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

AUG. 24: First Day School

SEPTEMBER 2026

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

SEPT. 7: District Closed, Labor Day

OCTOBER 2026

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

OCT. 21: End of First Quarter
OCT. 22: No School, Professional Development Day
OCT. 23: No School, Fall Break

NOVEMBER 2026

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

NOV. 3: Virtual Instruction Day / Election Day
NOV. 25-27: District Closed, Thanksgiving Break

DECEMBER 2026

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

DEC. 17: End of Second Quarter / First Semester
DEC. 18: No School, Professional Development Day
DEC. 21-31: No School, Winter Break
District Closed Dec. 23-31

SPECIAL SCHOOL DISTRICT

2026-27 Student Academic Calendar



JANUARY 2027

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

JAN. 1: **District Closed**, Winter Break (continued)
 JAN. 4: Students Return
 JAN. 18: **District Closed**, Dr. Martin Luther King, Jr. Day

FEBRUARY 2027

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

FEB. 12: **No School**, Professional Development Day
 FEB. 15: **District Closed**, Presidents' Day

MARCH 2027

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

MARCH 12: End of Third Quarter
 MARCH 15-19: **No School**, Spring Break

APRIL 2027

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

APRIL 16: **No School**, Professional Development Day

MAY 2027

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY 27: Last Day of Student Attendance
 End of Fourth Quarter / Second Semester
 MAY 28: **No School**, Professional Development Day
 MAY 31: **District Closed**, Memorial Day

JUNE 2027

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

JUNE 4: Last Possible Day of Student Attendance with Snow Days*
 JUNE 7: Extended School Year (ESY) Begins
 JUNE 18: **District Closed**, Juneteenth Observed
 JULY 1: Extended School Year (ESY) Ends

*SSD will utilize up to four traditional snow days, which will not have to be made up as they are already built into the calendar. If school is canceled for more than four days due to weather, starting on the fifth snow day the District will implement Alternative Methods of Instruction (AMI) virtual learning. Families will receive communication from the District, as well as specific instructions from the student's teacher about classwork/projects/activities that will need to be completed on AMI days.

ABOUT ACKERMAN SCHOOL

ACADEMIC AND BEHAVIORAL SUPPORTS

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

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

Multi-Tiered Systems of Supports, Restorative Practices, Equity and Family Engagement are vital components of our school culture. We expect students to behave positively and recognize their accomplishments using weekly student shoutouts and individual/classroom recognition. It is our goal to recognize students for positive and pro-social choices quarterly at our school-wide Recognition Assemblies. As we acknowledge positive behavior, we are also encouraging our students to collaborate with students who have different strengths and needs than their own through our Buddy Classroom Program. With this program, classrooms are assigned to work together to collaborate on service learning opportunities and celebrations.

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

REGISTRATION IN PARTNER DISTRICTS

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

TRANSPORTATION SERVICES

The Board of Education, in alignment with state law, offers complimentary transportation for eligible students attending the Special School District schools and classes. Individual student accommodations are determined through the IEP process, and transportation is coordinated through the school. It typically takes up to 10 working days to set up or modify transportation arrangements.

To help ensure efficient transportation for students, please consider the following guidelines:

- Ensure your child is ready for pick-up ****ten minutes**** before the scheduled time. If the bus has not arrived and it is more than ****15 minutes**** past the scheduled pick-up time, please contact the bus garage.
- Assist your child in boarding and disembarking from the bus when necessary. The transportation provider will not leave the bus to come to your door.
- Be present at the designated stop to receive your child; students will only be allowed to leave the bus at this specified location.
- Arrange for someone to be available to meet your child. If no one is home, the transportation provider will take the child to the local police department.
- Notify your child's school as soon as possible if you are moving, as changing transportation will require time.
- Ensure the school has updated phone numbers for parents and emergency contacts.
- Pick-up and drop-off locations must be within the local home district of attendance if they differ from the home address.

Please be aware of the following:

- You will receive notification of any changes in pick-up time at least one day in advance.
- You will also be informed of any changes in drop-off time exceeding 15 minutes.
- Buses operate on a routing schedule that does not accommodate temporary changes in pick-up or drop-off locations.
- Buses that arrive on schedule are not required to wait if the child is not at the stop.
- Buses will not return for students who have missed their ride.
- Buses that arrive within the 15-minute window will wait approximately 2 minutes or students to come to the bus.
- Students must be picked up and dropped off at the same address every day; the morning and afternoon addresses can differ, but they should remain consistent.

Please do not drop your child off at school anticipating that the transportation provider will drop them off at a new address unless you have received confirmation that the transportation arrangements have been finalized.

Students should not arrive at school before 8:45 AM and must be picked up by 3:30 PM. Arrivals before 8:45 AM or staying after school are not permitted. If you drop your child off before 8:45 AM, you will be required to wait with them until a staff member is available. If you are picking up your child, please be on time at 3:30 PM. If we have not heard from you by 4:00 PM regarding your child's pick-up, the Children's Division and local police will be contacted.

School Dress:

Students should be appropriately dressed to attend school. Insignia and slogans on clothing that are offensive, gang related or profane are not permitted. Clothing advertising illegal controlled substances or alcohol products is not to be worn. Clothing that shows excessive skin such as halters, off the shoulder tops, low necklines, bare midriffs, short skirts, muscle shirts, transparent/net garments are not to be worn. Pants that sag below the waist may not be worn. Bandanas are not allowed during the school day. Additionally, clothing should be appropriate for the weather. Please write the student's name on lunch boxes, book bags and clothing for easy identification.

Pets: Only pets associated with approved agencies can visit school. Please keep all family pets at home.

Visitor/Observation Procedures:

Parents/guardians are always welcome at Ackerman School. Please call 48 hours in advance to schedule an appointment for classroom observations. Sign in at the office upon arrival. Complete an observation/confidentiality form. Put on a visitor badge. Limit your observation to one instructional period, and one observation per month. To maximize instructional time, please be careful not to talk with your child, the staff or other children during your **observation**.

Safety/Security:

It is very important for security reasons that you come to the office when dropping off or picking up your child. Please sign your child in and out at the office and ensure that your child is in a staff person's custody before leaving. SSD has purchased a visitor management system that is used to screen all visitors against the registered sexual offender databases using their government issued. All visitors must have a government issued ID in their possession to visit.

Cellphones : Cellphones are not permitted for use during school hours. Students must turn in their cell phones to a staff member. Cell phones will be secured during the day and return to students before going home. If a student refuses to turn in their cell phones, they will be confiscated and held by administration and returned at the end of the day for the first offense. The second offense, we will ask that families pick up the cell phone from the office.

Student Confidentiality:

Office staff are not able to give copies of birth certificates and social security numbers. This information needs come through student records at 314.989.8100

Personal Property: Students should only bring to school the items necessary for completing schoolwork and/or personal self-care items. Please ensure that your child leaves toys, cell phones, electronic devices, jewelry, trading cards, etc. at home unless specially asked by their teacher. Students are not to trade or sell personal items at school or on the bus. Staff is not responsible for the safe return of lost, stolen or traded items. The school is not responsible for replacing or repairing stolen or damaged items. If a student brings an electronic device to school, it will be checked in upon arrival and returned at the end of the day. If the child fails to turn in the electronic device, it will be confiscated and can only be returned to the child's guardian.

Backpacks and Bags:

If a student makes a threat to bring a weapon to school or if a student brings something inappropriate to school, he or she will no longer be allowed to bring a backpack or bag to school. In addition to not bringing a backpack to school, the student will be checked in by an administrator. This measure is taken as a safety precaution.

Property Damage:

Students and families will be charged for damaging school property (Board Policy JFCB).

Community-Based Instruction/Special Olympics:

Community-based instruction is an opportunity for students to practice the skills they learn in the classroom in a real-life setting. Teachers plan trips that are related to the current instructional activity. In addition to community-based instruction, students participate in Special Olympics activities. Some of the events include bowling, bocce ball, t-ball, and track and field. Please sign all necessary permission forms to ensure student participation. We will provide a calendar of classroom events for your participation.

School Closing: Inclement weather that poses a threat to the safety of the students may result in the closing of school. In addition, there are times when we experience power outages. When Ackerman School will be closed for the day, announcements are made on television and via School Messenger. The District will announce this as soon as possible.

Emergency School Closings during the School Day:

Occasionally, dangerous weather or building conditions occur during the school day and school must be dismissed early. If school is dismissed early, an announcement will be made on television and via School Messenger. To ensure the safety of your child, please develop an emergency back-up plan for situations like this. Again, please keep the school informed of any address or phone number changes.

All SSD school premises are smoke-free.

Family/School Learning Agreement:

Ackerman School has developed a Family Engagement Plan and a Family-School Compact to give parents the opportunity to become active participants in their child's education. Please read the plan found on the following pages and return the signed Family-School Compact found with this information.

Early Dismissal: Parents should report to the office, sign out their child and the administrative assistant will call the classroom. If a relative or friend will be picking up the child, the school must have signed parent permission, or the person must be listed as an emergency contact. Proper identification may be required before signing out a child.

Building Emergency Plans and Drills: Students will be practicing drills monthly to prepare for an emergency. Drills that are practiced include fire drills, lockdown/intruder drills, earthquake drills, tornado drills, etc. All classrooms have an emergency preparedness guide and plan to support emergencies and drills.

Attendance Policy:

If your child is not going to be attending school, please call school before 8:45 at **314.989.7200** and provide a reason for the absence. Copies of any documentation should be submitted to Ackerman. Also, please notify the bus garage at **314.989.7750**. This will enable us to inform the teacher before school starts and allow bus routes to run efficiently. If your child is not at school and we have not heard from you, we will call to verify the child's absence. It is important to make sure school has the most recent emergency contacts. Daily attendance is expected. The state of Missouri requires students to maintain a 90% attendance rate.

Excused Absences:

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

- Illness or injury of the student.
- Illness or injury of a member of the student's family, when the student's presence is necessary or expected.
- Medical appointments
- Bereavement, the principal may require a program or other evidence of attendance as additional verification.
- Religious observances.
- Other appointments that cannot be scheduled outside attendance hours, such as court appearances.
- Visits with a parent or legal guardian who is an active-duty member of the military or called to duty
- Directed to quarantine by a medical professional, health department, or the school.

SOCIAL MEDIA

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

STUDENT HEALTH

Immunizations

Students must comply with Missouri immunization laws. If immunization records are not on file for a student, the parent/guardian must provide a copy of the official immunization record to the school prior to the first day of attendance. Exemptions from immunization may be allowed for religious or medical reasons but an exemption form must be completed through the doctor. The school nurse is available to answer specific questions regarding immunization requirements.

Medication

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

- Parent/guardian completes the "Parental Authorization for Giving Medication" form.
- Only medication prescribed by an authorized prescriber will be given at school.
- Only those medications that must be given during school hours will be given at school.
- Medications must be brought to school in a pharmacy-labeled container with instructions for administering the medication at school (Please Note: Many medications have been labeled to be given three or four times a day. Special School District's medication policy states that all medication must be labeled with specific instructions for dispensing the medication during the school day. We will not be able to dispense medication that is not labeled with the specific time it is to be given at school. This procedure may require that your doctor write two (2) prescriptions—one for school/one for home or your pharmacist may divide the medication into separate containers and label them accordingly.)

Student Illnesses

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

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

If you keep your child at home for any reason, please call **314-989-7200** to report the absence. If your child exhibits any of the above symptoms at school, you will be notified to make arrangements to pick him/her up from school promptly. Appropriate measures will be taken to make sure your child is comfortable until you arrive.

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

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

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

- The nurse will contact the parent/guardian of any seriously ill or hospitalized student who has had an extended period of absence and inform them that she will be mailing home, a Release of Information Concerning Serious Illness or Hospitalization Form.
- If you are unable to deliver medicine directly to school, please contact the principal or the nurse. Please do not send medication with the students; please do not put student medication in backpacks or lunch boxes.
- When your child's authorized prescriber orders a change in medication, dosage or frequency of administration, please obtain a new prescription label with the correct information.
- This form must be submitted to the nurse when the child returns to school. This will ensure continuity of care and alert the nurse to any changes in health, treatments, or medication.
- The principal will discontinue transportation during the child's absence from school.
- Transportation will be resumed via principal contact when the student is released by the Licensed Care Provider to return to school. If the requested health information is not submitted to the nurse; the principal, social worker and nurse will determine next steps that need to be implemented for a safe return. The District's medical consultant, the Lead Nurse, and the school nurse may assist in determining the appropriate care for the returning student.
- If a change of placement needs to be considered, an IEP meeting will be held.

Reporting Child Abuse

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

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

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

Behavioral Threat Assessment Team

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

Alternative Methods of Instruction (AMI) Plan

SSD Schools, Programs and Sites

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

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

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

AMI Daily Plan:

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

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

Missouri Department of Elementary and Secondary Education

Every Student Succeeds Act of 2015 (ESSA)

COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs¹that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

1 Programs include Title I. A, B, C, D, Title II, Title III, Title IV.A, Title V 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 a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

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

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

The following activities will occur in the investigation:

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

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

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

9. How will appeals to the Department be investigated?

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

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

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

PUBLIC CONCERNS AND COMPLAINTS

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

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

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

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

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

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

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

Records will be released upon request when required by law.

Adopted: June 23, 1971

Special School District of St. Louis County, Missouri

Policy: KL Page 2 of 2

Revised: October 9, 2018

April 25, 2017

July 19, 2011

July 15, 2008

September 24, 2002

March 13, 2001

April 9, 1996

Cross Refs.: AC, - Prohibition against Discrimination, Harassment and Retaliation BDDH, Public Participation at Board Meetings

GBM, Staff Complaints and Grievances

IGBC, Parent and Family Engagement in Instructional and Other Programs IGBCA, Programs for Homeless Students

IGDBA, Distribution of Noncurricular/Unofficial Student Publications JFH, Student Complaints and Grievances KLA – Complaints About

Federal Programs

Legal Refs.: The Elementary and Secondary Education Act, 20 U.S.C. §§ 6301 – 7941

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. In order 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 writing the individual raising 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 BDDDB 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 Issued by the Superintendent:
November 16, 2011

Date Revised:
October 23, 2018
April 22, 2025

Parent and Family Engagement in Instructional and Other Programs

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

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

- Build open, honest, and respectful relationships with our parents and families from cradle to career;

- Ensure a safe, open environment for parents and families so they may become engaged in the learning community;

- Make parents and families feel welcome in our schools and feel that they are an essential part of the learning community; and

- Increase opportunities for parents and families to engage in academic learning events, i.e., school events that are linked to learning.

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

a) Involve families in the development of SSD's Comprehensive School Improvement Plan (CSIP), Title I.A LEA Plan, and the development of support and improvement plans that utilize the most current evidence-based research on family engagement and strategies to lower barriers to participation by parents and families.

b) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing evidence based parent and family engagement activities to improve student academic achievement and improve school performance. Schools will provide families with multiple modes of communication, offer varying times and days for engagement activities, and provide the structure and support needed for families to access educational resources. The District and SSD schools will reach out to families frequently and strategically to ensure two-way communication is in place to evaluate family engagement practices.

c) When feasible, coordinate and integrate parent and family engagement strategies under Federal Programs* with other relevant Federal, state, and local laws and programs. This may include sharing information and training opportunities through workshops, fairs, resource links, information packets, etc.

d) With the meaningful involvement of parents and families, conduct an annual evaluation of SSD's Parent and Family Engagement Policy. The purpose of the evaluation is to examine the content of the policy and the effectiveness of the policy in improving the academic quality of all schools. Areas to be identified and addressed during the evaluation include:

- Barriers to family participation including, but not limited to, time and financial constraints, transportation, childcare, limited English proficiency, etc.

- Needs of parents and family members to assist with the learning of their child and to engage with school personnel and teachers.

- Evidence-based strategies to support successful school and family interactions.

- e) Use the findings from the annual evaluation to design evidence-based strategies and to revise the SSD Parent and Family Engagement Policy as needed.
- f) Provide for parent and family engagement for all of its students through the Parent Advisory Council (PAC) as required by Missouri statute.
- g) Ensure that each School will establish a Parent Advisory Council for the purposes of developing, reviewing, and revising the School Parent and Family Engagement Policy and to assist in planning and implementing family engagement activities that are linked to learning. All populations are to be represented on the School Parent Advisory Council. Through the use of open, transparent communication, school administrators and teachers will build trusting, respectful relationships with families and help families navigate the educational system.

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

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

Adopted: April 9, 1996

Revised: August 8, 2017

February 14, 2012

February 28, 2006

May 27, 2003

April 24, 2001

Cross Refs: ADF, District Wellness Program

JFH, Student Complaints and Grievances

JHC, Student Health Services and Requirements

JHDA, Surveying, Analyzing or Evaluating Students

KB, Public Information Program

KI, Public Solicitations/Advertising in District Facilities

KL, Concerns and Complaints

Legal Refs: § 167.700, RSMo

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h Every Student Succeeds Act of 2015, as amended through PL 114-95 <http://revisor.mo.gov/main/Home.aspx>

<http://uscode.house.gov>

Educating Missouri's Homeless Children

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

Who is Homeless?

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

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

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

Which School Can a Homeless Child Attend?

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

Enrollment

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

Transportation

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

The Homeless Coordinator

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

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

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

STUDENT DISCIPLINE

It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. 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

Cross Refs.:

AC - Prohibition Against Discrimination, Harassment and Retaliation

AH - Use of Tobacco Products and Imitation Tobacco Products

ECD - Traffic and Parking Controls EGAAA - Reproduction of copyrighted Materials

GBH - Staff/Student Relations

IKFB - Graduation Exercises

ILA - Test Integrity and Security J

GGA - Behavior Intervention Strategies

Legal Refs.: §§160.261- .263, 167.161, .171, 171.011, RSMo.

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101 – 7165 *Beussink v. Woodland R-IV Sch. Dist.* 30 F.Supp.2d 1175 (E.D.Mo. 1998) <http://revisor.mo.gov/main/Home.aspx> <http://statecodesfiles.justia.com/us/2012/title-20/chapter70/subchapter-iv/part-a/section-7101/section-7101.pdf>

STUDENT DISCIPLINE

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

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

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 Offence	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 Offence	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 Offence	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, or 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, inschool 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, inschool suspension.
Subsequent Offense	Confiscation. Community service, principal/student conference, detention, inschool 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, inschool suspension, 1-180 days out-of-school suspension, expulsion, police notification
Subsequent Offense	Restitution. Principal/Student conference, community service, detention, inschool suspension, 1-180 days out-of-school suspension, expulsion, police notification.

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.

Y3. 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, inschool 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 of 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, inschool suspension, 1-180 days out-of-school suspension, expulsion, police notification.
Subsequent Offense	Restitution. Principal/Student conference, community service, detention, inschool 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.

MSIP Refs.: 6.6

Date Issued by the Superintendent: June 24, 2008

Date Revised: September 14, 2010

September 10, 2013

October 13, 2015

July 18, 2017

March 12, 2024

April 22, 2025

Superintendent of Schools

CRISIS PREVENTION AND INTERVENTION

Special School District believes that appropriate, proactive interventions, crisis prevention, and de-escalation techniques should be used to prevent and, when necessary, respond to students experiencing behavioral challenges in schools to create a positive, safe learning environment for all students and staff. When a student exhibits crisis behavior in the school setting, special procedures apply that govern the crisis response of school staff.

All school staff will be provided with training in, and will be expected to use, appropriate behavior management and de-escalation techniques with all students to prevent and mitigate crisis behavior.

Where applicable, school staff will implement with fidelity the interventions and techniques set forth in a student's IEP, 504 Plan, and/or Behavior Intervention Plan.

If a student makes an overt or perceived threat of suicide or engages in an act of self-harm, the District's Suicide Prevention Policy JHDC and procedures must be immediately implemented with fidelity and documented.

Date Adopted:

July 28, 2026

Date Revised:

Legal Refs.:

160.261, 263, 563.061, RSMo.

SECLUSION PROHIBITED

Special School District prohibits the use of seclusion. Seclusion is defined as the involuntary confinement of a student alone in any room or area in which the student is not free to leave regardless of its name (i.e. time out, calming, break, reset, support, responsibility, break rooms).

Seclusion does not include a student voluntarily going to a location authorized by the school to engage in calming or de-escalating behavior including but not limited to a sensory room, calming room, or support room.

This does not prohibit school staff from preventing a student from leaving the school building or grounds in accordance with the student's Behavior Intervention Plan to ensure the safety of the student.

Date Adopted:

July 28, 2026

Date Revised:

Legal Refs.:

160.261,263,563.061, RSMo.

USE OF PHYSICAL RESTRAINT

Special School District allows the use of Physical Restraint only to be used as a last resort when a student's behavior poses an imminent danger of physical harm to the student or another person. Physical Restraint must end as soon as there is no longer an imminent danger of physical harm, or when a less restrictive intervention would prevent the imminent danger of physical harm. A predetermined length of time or a timer may not be used to determine the end of a Physical Restraint.

Physical Restraint may not be used as a form of discipline or punishment, to prevent property destruction where there is no imminent danger of physical harm, to force compliance with staff directives to a student, as a convenience to staff, or as a substitute for appropriate educational support.

"Physical restraint" refers to any physical contact between any district employee or contractor and a student that immobilizes a student or reduces the ability of that student to move the student's torso, arms, legs, or head freely. The term includes holding a student to escort, compel, or coerce the student to move to another location within the school. It does not include a temporary touching of the hand, wrist, arm, shoulder, or back without applying pressure or force for the purpose of guiding or directing a student. Physical restraint includes the use of physical transport to move a student involuntarily from one area to another. It does not include an assistive or protective device prescribed by a trained professional.

The use of supine restraint is prohibited. Supine restraint refers to a physical restraint in which the student is restrained in a face up position on the student's back on the floor or other surface, and physical pressure is applied to the student's body to keep the student in that position.

The use of prone restraint is prohibited. Prone restraint refers to a physical restraint in which the student is restrained in a face down position on the student's stomach on the floor or other surface, and physical pressure is applied to the student's body to keep the student in that position.

Any use of physical restraint by school employees must meet the following requirements:

The employee(s) involved must only use physical restraint as a last resort after all appropriate, feasible behavior interventions and de-escalation techniques (including those set forth in the student's Behavior Intervention Plan, if applicable) have been implemented with fidelity and have not resolved the imminent danger of physical harm to the student or another person.

Only staff trained in district approved Crisis Prevention Techniques (CPT) may use physical restraint.

After a physical restraint has been concluded, a district staff member involved in the physical restraint will complete the district's Physical Restraint Form.

After a physical restraint, the district will make every reasonable effort to notify the student's parent/guardian orally or electronically, no later than one hour after the end of the same school day. This will be documented on the Physical Restraint Form.

USE OF PHYSICAL RESTRAINT

Within two (2) school days of the physical restraint, the principal or special education administrator will review the Physical Restraint Form and any other relevant information to ensure the actions taken by the staff complied with District policy, crisis prevention techniques, and were properly documented. This will be documented in the district's student data system.

Following each use of physical restraint, the school nurse, social worker or counselor, will conduct a wellness check of the student's physical and mental health within two (2) school days. This wellness check will be documented in the district's student data system.

A copy of the official, completed Physical Restraint Form will be provided to the parent/guardian within five (5) school days. This notice will include the Physical Restraint Form, the Complaint Process, the abuse hotline number, and a statement directing families to emotional support organizations.

If consultation with a board-certified behavior analyst (BCBA), social worker or any other staff member is requested on the Physical Restraint Form, the meeting will be held within five (5) school days. Meeting notes and outcomes will be recorded in the district's student data system.

When a student is involved in a physical restraint, except in the event of an isolated incident, staff will follow the processes outlined for functional behavior assessments and behavior intervention plans.

The district will respond appropriately in a timely fashion to all complaints regarding the use of physical restraint following the Complaint Process including timelines.

Within fifteen (15) school days of a physical restraint in an SSD-operated school, the designated district administrator will review the documentation to determine if the physical restraint complied with district policy and take corrective action as needed including additional training, coaching and monitoring.

A monthly meeting will be held at each SSD-operated school covering physical restraint for process improvement.

The district will maintain a centralized database that captures all relevant information on physical restraints in SSD-operated schools. This database will be used for monitoring and reporting purposes.

Every six (6) months, the designated district administrator will meet with SSD-operated school principals and relevant staff to review physical restraint data for student and staff patterns, effectiveness of de-escalation techniques, appropriate use of physical restraint techniques, debriefing process, quality of FBAs conducted and BIPs developed, and fidelity of interventions.

Date Adopted:

July 28, 2026

Date Revised:

Legal Refs.:

160.261,263,563.061, RSMo.

Special School District of St. Louis County

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

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

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

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

Adopted: January 9, 2018

Revised: February 28, 2023

Cross References: Centers for Disease Control - Risk and Protective Factors www.cdc.gov

Suicide Prevention Training (Department of Mental Health)

<https://dmh.mo.gov/mentalillness/suicide/training.html>

Legal Refs.: §§170.048. RSMo

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

Definitions

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

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

Suicidal Ideation- Thoughts and ideas about committing suicide.

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

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

Risk Factors for Suicide

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

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 1
5. 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

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

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 selfinjury 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 Issued by the Superintendent: January 9, 2018

Date Revised: February 28, 2023

April 22, 2025

BASIC INSTRUCTIONAL PROGRAMS

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

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

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

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

The board of education is committed to educational excellence through the development of communication and computational skills among the district's students. The board will adopt specific requirements to ensure that high school graduates are sufficiently competent in these important skills. The instructional program will also provide a planned sequence in the language arts, social studies, the sciences, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education. At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students. The ultimate aim of the instructional program will be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical/computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and develop interest in and/or start career development.

Any instructional program which is required by state or federal law will be provided to students, and procedures will be developed to ensure requirements are met.

Date Adopted: March 13, 2001 January 14, 2003

Date Revised:

August 25, 2009

February 23, 2016

June 25, 2024

Cross Refs.: AD - School District Mission Legal Refs.: §§ 161.102, 167.268, 168.171, 170.011, .015, .041

RSMo. Mo. Const. Art. 1, §§ 5 -7

BULLYING

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

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

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

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

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

Adopted: June 20, 2007

Revised: October 27, 2015

February 28, 2017

Cross Refs.: AC, Nondiscrimination Prohibition Against Discrimination, Harassment, and Retaliation

GCPD, Suspension of Professional Staff

GCPE, Termination of Professional Staff

GDPD, Nonrenewal, Suspension and Termination of Support Staff IGD, District-Sponsored Extracurricular Activities and Organizations groups

Legal Refs.: § 160.755, RSMo.

Missouri HB 1583

<http://www.moga.mo.gov/htmlpages2/statuteconstitutionsearch.aspx>

<http://house.mo.gov/billsummary.aspx?bill=HB1583&year=2016&code=R>

NO BULLYING!

Bullying is

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

Cyber-bullying is

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

Cyber threat is

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

Bullying happens in our schools!
Students IN OUR SCHOOLS reported

Stealing Name Calling Put-Downs Verbal Threats Verbal Assault Physical Threats Verbal Intimidation Taunts
Extortion Physical Intimidation Threats of Retaliation

These can all be signs of bullying.

I

IF YOU SEE OR HEAR ABOUT BULLYING

REPORT IT IMMEDIATELY TO YOUR PRINCIPAL!! Revised by WP – 6.8.17

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 regular sleeping accommodation
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

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

Which School Can a Homeless Child Attend?

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

Enrollment

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

Transportation

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

The Homeless Coordinator

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

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

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

Ackerman School Family Engagement Plan

2026-27

Ackerman School Family Engagement Plan:

At Ackerman School, we believe that families are essential partners in every student's success. Our goal is to build strong, positive relationships with families through meaningful communication, shared decision-making, and opportunities to participate in their child's education. As a Title I Schoolwide Program, Ackerman is committed to providing families with the information, resources, and support needed to help every student succeed academically, socially, and emotionally.

Parent and Family Engagement:

Ackerman School develops its Parent and Family Engagement Policy collaboratively with families. Families are invited to provide input and feedback to ensure the policy reflects the need of our school community. The policy is available in the Ackerman Student and Family Handbook, posted on the school website, and translated into languages that families can read and understand.

Each year, families are invited to review and help revise the School-Family Compact and Parent and Family Engagement Plan. Parents may participate through meetings, email communication, phone conversations, and surveys.

Annual Title I Meeting

At the beginning of each school year, Ackerman School hosts an annual Title I Family Kick-Off Meeting. During this meeting, families will receive information regarding:

- Ackerman's participation in the Title I Schoolwide Program
- Title I requirements
- Parent rights under Title I
- The school's curriculum
- Academic assessments
- Missouri Assessments Program (MAP) expectations
- Student achievement information
- Opportunities for family involvement

Families who are unable to attend the scheduled meeting will be offered alternative meeting times, virtual participation opportunities, or individual meetings, including home visits when appropriate.

Family Participation in School Planning

Families are valued members of the school community and are encouraged to participate in the planning, review, and continuous improvement of Ackerman School programs.

Families may participate by:

- Reviewing school achievement data
- Participating in needs assessments
- Providing input regarding school improvement priorities
- Assisting with revisions to the Parent and Family Engagement Plan
- Participating on family advisory groups
- Completing family surveys
- Providing feedback during meetings and school events

Family input is used to strengthen school programs and improve student outcomes.

Curriculum, Assessment and Student Achievement

Ackerman School is committed to helping families understand what their children are learning and how student progress is measured.

Throughout the school year, families will receive information about:

- The curriculum used in each classroom
- Missouri Learning Standards
- District academic assessments
- Missouri Assessment Program (MAP)
- Student benchmark assessments
- Quarterly progress reports
- Student growth data

Families are invited to participate in literacy and numeracy family events where instructional strategies, academic resources, and assessment information are shared. Student assessment results are also sent home following each testing window throughout the school year.

Shared Responsibility for Student Success

Ackerman School believes student achievement is strengthened through a partnership between families and school staff

Families agree to:

- Maintain regular communication with school staff.
- Share their preferred methods of communication.
- Encourage curiosity and learning at home and within the community.
- Utilize instructional materials and learning strategies provided by the school.
- Provide a quiet place for homework, reading, and math practice.
- Participate in conference, home visits, volunteer opportunities, and school events whenever possible.

Ackerman School agrees to:

- Provide high-quality instruction in a safe, supportive learning environment.
- Maintain ongoing two-way communication with families.
- Honor each family's preferred communication methods whenever possible.
- Offer opportunities for families to ask questions and receive support.
- Create family engagement activities directly connected to student learning.
- Provide instructional materials that families can use at home.
- Regularly monitor student progress and share updates with families
- Offer opportunities for classroom observations, volunteering, conferences, and home visits.

Building Family Capacity

Ackerman School is committed to helping families become active partners in their child's education.

Throughout the school year, the school will provide learning opportunities designed to help families understand:

- Missouri Learning Standards
- District and state assessments
- Student progress monitoring
- Strategies for supporting learning at home
- Effective partnerships between families and educators

Instructional materials and family training opportunities will be provided during family engagement events linked directly to student learning.

Supporting School Staff

All Ackerman staff receive professional learning focused on effective family engagement practices. Staff members participate in training related to:

- Building meaningful relationships with families
- Effective home-school communication
- Family engagement strategies

- Family and Community Engagement (FACE) initiatives
- Collaborative partnership with parents and caregivers

Staff members are encouraged to continually improve communication and strengthen partnerships with families

Family Learning Opportunities

Ackerman School coordinates family engagement opportunities throughout the school year to support student achievement.

These opportunities may include:

- Literacy Family Night
- Numeracy Family Night
- Family Happy Hour events
- Leadership Institute sessions
- Parent education workshops
- Transition planning activities
- Family Advisory Team meetings
- Learning activities connected directly to classroom instruction

Family survey results are reviewed annually to guide future family engagement opportunities and remove barriers to participation.

Accessibility

Ackerman School is committed to ensuring that every family has meaningful access to school information and opportunities

Information is provided:

- In languages families can understand whenever possible.
- In accessible formats for families with disabilities.
- Through multiple communication methods.
- With reasonable accommodations to encourage participation by all families.

Families are encouraged to contact the school if they need translation, interpretation, or additional accommodations.

ESSA Complaint Procedures

Ackerman School is committed to ensuring that all federal education programs are implemented in accordance with state and federal requirements. Parents, guardians, community members, and organizations have the right to file a complaint if they believe that a requirement of the Every Student Succeeds Act (ESSA) has been violated.

Who May File a Complaint?

Any individual or organization may file a complaint regarding an ESSA program administered by the Missouri Department of Elementary and Secondary Education (DESE).

Filing a Complaint

Complaints may be filed:

- With the local educational agency (Special School District of St. Louis County), or
- Directly with the Missouri Department of Elementary and Secondary Education (DESE).

Investigation process

When a complaint is filed, it will be investigated according to established local and state procedures. If the complaint cannot be resolved at the local level, the individual may appeal to DESE for further review. DESE investigates complaints according to state-established timelines and procedures and provides a written decision upon completion of the investigation.

Additional Information:

Complete information regarding Missouri's ESSA Complaint Procedures is available through the Missouri Department of Elementary and Secondary Education. Families may also contact the Ackerman School administration or the Special School District of St. Louis County if you have questions about the complaint process or wish to obtain a complete copy of the procedures.

TITLE I SCHOOLWIDE PROGRAM

Ackerman Schoolwide Program

Ackerman school operates a Title I Schoolwide Program. All assurances included in the Schoolwide Program Plan represent commitments made by the school and the Special School District of St. Louis County.

The Schoolwide Program Plan was developed with the involvement of parents, other members of the community to be served, and the individuals responsible for carrying out the plan. The plan was also developed, as appropriate and applicable, in coordination with other federal, state, and local services, resources, and programs.

Strategies to Address School Needs

Ackerman School will implement supplemental instruction and other schoolwide strategies to address identified and prioritized student needs. Title I-funded supplemental reading instruction will be provided by a teacher through a pull-out or resource classroom model.

The school will also support:

- Schoolwide Positive Behavior Support
- Professional development
- Monthly assemblies
- Student incentives
- Restorative Practices
- Equity initiatives
- Family engagement activities

Supplemental Reading Instruction

Funds will be used to secure a reading specialist to provide individual and small-group instruction to identified students performing below grade level in reading. This instruction is in addition to the scheduled instruction provided to all students in reading.

The reading specialist will provide supplemental services intended to strengthen, rather than replace, the reading instruction students receive as part of their regular educational program.

Ackerman School will also use Title I funds to continue supporting schoolwide goals related to Restorative Practices and Equity. These efforts are intended to decrease the amount of time students spend in the support room, reduce suspension data, and support monthly assemblies and student incentive programs.

Strengthening the Academic Program

The School will use methods and instructional strategies that strengthen its academic program. The following strategies reflect the commitments identified in Ackerman School's Schoolwide Program Plan:

The instructional strategies work individually or with small groups of students to close the gap between their performance and grade-level expectations.

Ackerman School will implement a variety of evidence-based strategies designed to improve student outcomes. Teachers will be encouraged to use various teaching strategies and approaches, including specific math manipulatives, reading materials, and the curricular tools available to them.

The school will regularly communicate with families and provide resources to assist them in helping their children become more proficient

Ackerman School will also:

- Celebrate academic successes with students, staff, and families.
- Collaborate with the reading teacher of students on the reading specialist's caseload.
- Promote the sharing of instructional ideas and strategies.
- Encourage the generalization of concepts taught during reading intervention.
- Consistently and regularly seek feedback from students and their teachers regarding the effectiveness of Title I Reading.
- Use feedback to make real-time improvements to instructional services.

Supporting Students at Risk of Not Meeting Standards

Ackerman School's strategies will address the needs of all children in the school, with particular attention given to students who are at risk of not meeting the Missouri Learning Standards.

Funds will be used to secure a reading specialist to provide individual and small-group specialized instruction to identified students performing below grade level in reading. This instruction is in addition to the scheduled instruction provided to all students in reading.

Through these additional services, Ackerman School will work to provide students with meaningful opportunities to make academic progress and meet challenging Missouri Learning Standards.

Professional Development

Ackerman School will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction

and the use of data.

Outside professional development to improve instruction in the classroom will be utilized. Professional development related to family engagement and increasing opportunities for activities that are linked to learning will also be provided.

Professional development in mindfulness will be provided for staff. The school will maintain a Restorative Practices Library and provide professional development related to Restorative Practices and trauma-informed practices.

Professional development will also include:

- Equity
- Restorative Practices
- Family Engagement
- Mindfulness
- Trauma-informed practices
- Instructional improvement
- Learning-linked family activities

Staff may also participate in cohort groups that meet with the district curriculum coordinator. These groups provide opportunities for collaboration, professional learning, and continued instructional improvement.

Family Engagement

Ackerman School recognizes that families are important partners in student learning. The school will regularly communicate with families and provide resources to assist them in helping their children become more proficient.

Professional development related to family engagement will focus on increasing opportunities for family activities for family activities that are meaningfully linked to student learning.

Ackerman School will:

- Maintain regular communication with families.
- Provide families with learning resources.
- Celebrate academic successes with students, staff, and families.
- Offer family engagement opportunities connected to learning.
- Seek family input during the development and review of schoolwide plans
- Encourage collaboration among families, classroom teachers, intervention staff, and other school personnel.

Schoolwide Pool Funding

Funds supporting Ackerman School's Schoolwide Program may be consolidated with other applicable federal, state, and local resources.

The schoolwide funding pool includes the required Title I.A funds and state and local funds. Additional applicable program funds may also be coordinated or consolidated when permitted to support the instructional, behavioral, professional development, and family engagement needs identified in the Schoolwide Program Plan.

Parent Review of the Schoolwide Plan

Parents and families of participating students are provided opportunities to review and provide input regarding the Title I/A Schoolwide Plan.

The school will document whether the plan is satisfactory to parents of participating students. When parents express concerns or determine that the plan is not satisfactory, their comments will be collected and considered as part of the school improvement and federal-program planning process.

Do you need help with the directory? Comments or questions?
Send and email to startherestl@gmail.com

GOOGLE TRANSLATE NOW AVAILABLE (ABOVE)

WELCOME TO THE START HERE ST. LOUIS AREA RESOURCE DIRECTORY

Start Here provides general information, street addresses, phone numbers and websites for dozens of agencies, shelters, employment resources, food pantries and other organizations throughout the St. Louis area.

Click on the Menu for Categories to start your search.
Or you can enter your Zip Code in the SEARCH BAR on any page.
Listings are alphabetical under each category.

Free copies of the directory booklet may be ordered from
CRIMINAL JUSTICE MINISTRY
2342 LaSalle St. (near Jefferson & Highway 40)
St. Louis, MO 63104
info@cjmstlouis.org or call 314-652-8062

The 2026 edition of the Resource Directory is available in PDF format.

Click [HERE](#) to print all or parts of the PDF as needed.

COOLING CENTERS 2026
Click [HERE](#) for a list of locations

Salvation Army List of Cooling Sites
www.centralusa.salvationarmy.org/midland/extreme-heat-cooling-sites/

FOOD PANTRIES AND PROGRAMS
HUNGER HOTLINE: OPERATION FOOD SEARCH
www.operationfoodsearch.org 314-726-5355 ext. 1
This organization provides an automated list of food pantries by zip code. You'll be directed to put in your zip code, and they'll give a list of all of the pantries in your area.
Text your zip code to
785-503-3310

314 OASIS
www.314oasis.com
Providing immediate and long-term support, daily hot meals meals and resources in
various City locations.

Disaster Distress Helpline
Call or Text: 800-985-5990
www.MOShowMeHope.Org
Immediate counseling help to deal with the aftermath of a traumatic incident.
Free, confidential, and multilingual crisis support.

IMMIGRANT & REFUGEE ASSISTANCE:
IMMIGRANT RESOURCES CENTER/ST. LOUIS
www.stlirc.noblogs.org
Local information and resources, including ICE Rapid Response, medical, housing, deportation center
communication guides and more. In sponsorship with a coalition of organizations.

RAPID RESPONSE LINE (ICE ACTIVITY)
314-370-7080
www.ashreifoundation.org/rapid-response

STEP-BY-STEP FAMILY PREPAREDNESS PLAN
Click [HERE](#) for ways immigrant families can more
proactively prepare for immigration emergencies.

USAHELLO
www.usahello.org/safety/
2025 Immigration Guide
Check the website for ongoing updates and advice.

Education and resources for refugees and immigrants. Offers online language and GED courses, resume and employment information, legal, health care, rights and laws, college preparation, financial aid, and more. A free website with many resources and local listings. Offers US Citizenship Test Preparation Class.

KNOW YOUR RIGHTS GUIDEBOOK
Published by the
NATIONAL IMMIGRATION LAW CENTER
www.nilc.org/resources/know-your-rights

TRANSPORTATION RESOURCES, CITY AND COUNTY
www.mercy.net/content/dam/mercy/en/pdf

VOLUNTEER & CLEANUP EFFORTS
ACTION ST. LOUIS
United Way Volunteer Center

JUST SERVE.ORG
www.justserve.org
A website where the volunteer needs of organizations are posted and
volunteers may search for places to serve in the community.

Services provided in this directory can change at any given time due to funding and/or resources. It's always a good idea to view the program's websites or call to ensure you
have the most up-to-date information.

The Start Here St. Louis Area Resource Directory is produced by

HEARTLAND ZEN

and distributed by
CRIMINAL JUSTICE MINISTRY
2342 LaSalle Street

2026-2027 School Year

Dear Parent or Guardian,

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

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

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

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

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

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

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

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

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

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV, A, Title V

² In compliance with ESSA Title VIII-Part C, Sec. 8304(a)(3)(C)

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

9. How will appeals to the Department be investigated?

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

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

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

Electronic Communication Systems Access and Use Agreement

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

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

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

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

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

Google Workspace for Education Notice to Parents and Guardians

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

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

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

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

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

How will my child benefit from using Google Additional Services?

YouTube:

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

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

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

Blogger:

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

Google Earth:

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

Special School District Language Use Survey

Student's name _____

DOB _____

School _____

Date _____

Person Completing Survey:

Mother ☐ Father ☐ Student ☐ Guardian ☐ Other (Specify) _____

Language Background:

1. What was your child's first language? ☐ English Other: _____

2. Which language(s) does your child speak at home and with others? English Other: _____

3. Which language(s) does your child hear at home and understand? ☐ English Other: _____

4. What is the language most often spoken by the student? ☐ English Other: _____

5. Is any language other than English spoken in your home? Yes No If yes, what language: _____

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

6. Does your child read in a language other than English? ☐ Yes ☐ No

7. Does your child write in a language other than English? ☐ Yes ☐ No

8. Does your child interpret for you or anyone else in a language other than English? ☐ Yes ☐ No

9. Preferred language for contact by telephone: _____

10. Preferred language for written contact: _____

11. I am requesting to have all important Special Education related documents translated. ☐ Yes ☐ No

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

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

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

HealthNet for Kids

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

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

Toll-free phone number: 855-373-4636

Visit your local **Family Support Division** office

Trauma-Informed Schools Initiative

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

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

Multi-Use Permission Form
School Year _____

Student Name: _____
School _____

Dear Family,

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

COMMUNITY-BASED INSTRUCTION

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

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

YES () NO ()

UNSCHEDULED COMMUNITY-BASED TRIPS

Family and/or legal guardians will be notified in advance of any scheduled community trips. Due to the nature of unscheduled community-based instruction trips, we are sometimes unable to inform parents of this unexpected opportunity in advance.

I understand that my child's class may occasionally have the opportunity to participate in a community activity not previously scheduled. I give my permission for my child to go on community-based instruction trips other than his/her pre-designated and scheduled times.

YES () NO ()

VIEWING OF FILMS

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

YES () NO ()

PHOTO RELEASE

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

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

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

YES () NO ()

INTERACTION WITH ANIMALS

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

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

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

PARTICIPATION IN LOCAL, STATE, AND/OR FEDERAL SURVEYS

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

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

YES () NO ()

AUTHORIZAITON TO SHARE/RELEASE INFORMATION WITH THE DIVISION OF VOCATIONAL REHABILITATION, DEPARTMENT OF MENTAL HEALTH-REGIONAL CENTER, SOCIAL SECURITY ADMINISTRATION, AND OTHER ADULT SERVICE PROVIDERS (FOR STUDENTS 14 AND OLDER)

I/We authorize Special School District to release psychological evaluations and IEP reports to the Division of Vocational Rehabilitation, Department of Mental Health-Regional Center, Social Security Administration, other adult service providers and their representatives. This includes discussing and providing related information with staff needed to make eligibility and placement determinations and inviting counselors/case managers to IEP meetings. In addition to evaluation and IEP reports, a variety of educational and work-related information will be shared for the purposes of employment training and planning for adult life.

YES () NO ()

AUTHORIZATION TO SHARE/RELEASE INFORMATION FOR TRAINING/PLANNING EMPLOYMENT PURPOSES (FOR STUDENTS 14 AND OLDER)

I/We authorize Special School District to share information for training, planning, or employment purposes. I understand that staff will be providing information about the student to work staff at the training site and/or prospective employers. The information to be released will be work-related or academic in nature and may include information contained in the student's IEP. This may also include obtaining/sharing Job/Training Progress Reports and Attendance Reports when applicable to job placement and/or training. SSD staff may also invite site personnel to IEP meetings to discuss work related information.

YES () NO ()

PERMISSION TO COMPETE IN SPECIAL OLYMPICS

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

YES () NO ()

PERMISSION TO VOLUNTEER FOR SPECIAL OLYMPICS

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

YES () NO ()

COMMUNICATION METHOD

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

Preferred Parent Phone Number: _____

Preferred Parent Email Address: _____

RELEASE OF INFORMATION TO MILITARY RECRUITERS

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

YES () NO ()

Instructional Materials and Equipment

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

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

YES() NO ()

Parent/Guardian Signature

Date

Student Signature (if over 18 and own guardian)

Date

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

School Year _____

STUDENT DATA:

Name: _____ Student ID _____
Last First MI

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

Student Address: _____
Street Number City/State Zip

Home District: _____ Attending School: _____

PARENT/LEGAL GUARDIAN #1 – First contact

Name: _____

Spouse/Partner: _____

Address: _____

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

Email: _____

Employer's Name: _____ Work Phone: _____

PARENT/LEGAL GUARDIAN #2 – Second contact

Name: _____

Spouse/Partner: _____

Address: _____

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

Email: _____

Employer's Name: _____ Work Phone: _____

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

FIRST EMERGENCY CONTACT

Name: _____

Relationship: _____

Phones: Home _____ Cell: _____ Work: _____

SECOND EMERGENCY CONTACT

Name: _____

Relationship: _____

Phones: Home _____ Cell: _____ Work: _____

OVER



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

Signature: _____ Date:_____

Rev. 3.25.2025



District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2026-2027



Funding Application: Plan - School Level - 4029 ACKERMAN Version: Initial Status: Created

☒ Number☐ Name

Select District

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

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School, Parent And Family Engagement Policy [Show](#)Comprehensive Needs Assessment [Show](#)Schoolwide Program [Hide](#)**4029 ACKERMAN****SCHOOLWIDE PROGRAM****All check boxes marked in this policy indicate an assurance on the part of the school.**This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)***COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS***Sections 1112(a)(1)(B), 1114(b)(5)*

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

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

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*☒ The following strategies will be implemented to address prioritized school needs: (check all that apply)☒ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☒ Reading	K ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☐ Other	11 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ ☐ 12 ☐

Delivery of Title I funded supplemental instruction services

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☒	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other 	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

☐ **Professional Learning Communities**
☒ **Schoolwide Positive Behavior Support**
☐ **Response to Intervention**
☒ **Other**

Professional Development
Monthly Assemblies and Incentives

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

Funds will be used to secure reading specialist to provide individual and small group instruction to identified students performing below grade level in reading. This instruction is in addition to the scheduled instruction provided to all students in reading. Also, funds will be used to continue to support our goals around Restorative Practices and Equity in order to continue to decrease the support room time and decrease the suspension data, as well as monthly assemblies and student incentives.

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

Description of how strategy/strategies will strengthen

The instructional strategies work individually or with small groups of students to close the gap between their performance and grade-level expectations. Implementation of a variety of evidenced-based strategies designed to improve student outcomes. Encourage teachers to use various teaching strategies or approaches, specific math manipulatives or reading materials and the curricular tools available to them. Regularly communicate with families and provide resources to aid them in helping their child become more proficient. Celebrate academic successes with students, staff and families. Collaborate with the reading teachers of the students on caseload to promote the sharing of ideas, strategies and the generalization of concepts taught during intervention. Consistently and regularly seek feedback from both students and their teachers as to the effectiveness of the Title I Reading in order to make real-time improvements.

☐ **Increase the amount of learning time**

- ☐ Extended school year
☐ Before-and/or after-school programs
☐ Summer program
☐ Other

- ☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

Funds will be used to secure a reading specialist to provide individual and small group specialized instruction to identified students performing below grade level in reading. This instruction is in addition to the scheduled instruction provided to all students in reading.

Activities will (mark all that apply)

- ☒ Improving students' skills outside the academic subject areas

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

- ☐ Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))

Description of external providers and services provided

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

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

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

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

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

- ☒ Professional development activities that address the prioritized needs

Describe activities

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

☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

PARENT COMMENTS Section 1116 (c)(5)

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

- ☒ Yes
☐ No

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

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

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Describe activities

SCHOOLWIDE POOL FUNDING

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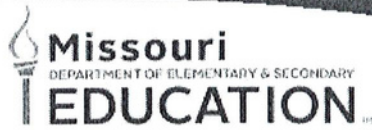
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- ☐ Adult Education and Family Literacy
- ☐ Others

PARENT COMMENTS Section 1116 (c)(5)

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☐ No

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District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2026-2027

Funding Application: Plan - School Level - 4029 ACKERMAN Version: Initial Status: ☒ Number ☐ Name

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4029 ACKERMAN

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

3/31/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

Over 67% attendance (building goal is 90%); attendance policy is in place
 *Short-term suspensions are low
 *Restorative Practices and training are now being practiced
 *Ackerman has an Equity Team, Restorative Practices Team, and Family Engagement Team
 *MTSS (Multi-Tiered Systems of Support) have been revamped and staff is trained
 *Monthly incentives for students

Weaknesses:

*Approximately 15-20% of student population is not reading on or above grade level
 *Approximately 12-15% of student population are not on or above grade level in Math Computation
 *71.4% of students made progress from their fall to winter benchmark in reading. 62% in Math out of 49 students in Reading and 64% in Math.

Indicate needs related to strengths and weaknesses:

The need for a Title I supports to more students are necessary to remediate these losses for students

Student Achievement

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

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

District assessment data (Exact Path, STAR, and Essential Elements Checklist)

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

Strengths:

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

- *English Language Arts-27% of students are above 25th percentile-goal is 50th percentile
- *Math-56% of students are above 25th percentile-goal is 50th percentile
- *MAP students will have an intervention block
- *58 kids total: 20 above the 25th percentile, 34% increase to the 25th percentile
- *70 kids total: 33 above the 25th percentile, 47% increased to the 25th percentile

Weaknesses:

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

Indicate needs related to strengths and weaknesses:

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

- *Supporting teachers with appropriately proctoring and supervising students who are testing
- *Refresher to staff on explicit instruction
- *Professional learning for the school year on instruction
- *Will be adding an intervention block for all students that will take the MAP for the 2024-2025 school year

Curriculum and Instruction

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

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

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

Strengths:

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

Weaknesses:

*Meaningful professional development for support staff (paraprofessionals)
 *Support students with significant needs

Indicate needs related to strengths and weaknesses:

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

High Quality Professional Staff

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

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

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

Strengths:

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

Weaknesses:

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

Indicate needs related to strengths and weaknesses:

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

Family and Community Engagement

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

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

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

Strengths:

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

Weaknesses:

Increasing the number of families participating (low family participation)

Indicate needs related to strengths and weaknesses:

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

School Context and Organization

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

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

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

Strengths:

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

Weaknesses:

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

Indicate needs related to strengths and weaknesses:

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

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

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

(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

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

Prioritized needs

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

Schoolwide Program [Show](#)

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District/LEA Comments

Email: william.bechtel@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education

Ver. 1.195.3033



District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. Year: 2026-2027

Funding Application: Plan - School Level - 4029 ACKERMAN Version: Initial Status: ☒ Number ☐ Name

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

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

4029 ACKERMAN

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- ☒ Schoolwide
☐ Targeted

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

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

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

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

POLICY INVOLVEMENT

- ☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
☒ The agenda reflects that the purpose of the meeting is
☒ To inform parents of their school's participation in the Title I.A program
☒ To explain the requirements of Title I.A
☒ To explain the right of parents to be involved.
Section 1116 (c)(1)
☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*
☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
☒ Transportation
☒ Child care

Over 67% attendance (building goal is 90%); attendance policy is in place
 *Short-term suspensions are low
 *Restorative Practices and training are now being practiced
 *Ackerman has an Equity Team, Restorative Practices Team, and Family Engagement Team
 *MTSS (Multi-Tiered Systems of Support) have been revamped and staff is trained
 *Monthly incentives for students

Weaknesses:

*Approximately 15-20% of student population is not reading on or above grade level
 *Approximately 12-15% of student population are not on or above grade level in Math Computation
 *71.4% of students made progress from their fall to winter benchmark in reading.
 62% in Math out of 49 students in Reading and 64% in Math.

Indicate needs related to strengths and weaknesses:

The need for a Title I supports to more students are necessary to remediate these losses for students

Student Achievement

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

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

District assessment data (Exact Path, STAR, and Essential Elements Checklist)

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

Strengths:

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT**School-Parent Compact**

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

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

The school-parent compact will

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

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

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

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

- ☒ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ☒ Issuing frequent reports to parents on their children's progress
- ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

*Meaningful professional development for support staff (paraprofessionals)
 *Support students with significant needs

Indicate needs related to strengths and weaknesses:

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

High Quality Professional Staff

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

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

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

Strengths:

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

Weaknesses:

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

Indicate needs related to strengths and weaknesses:

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

Family and Community Engagement

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

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

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

Optional additional assurances

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

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

ACCESSIBILITY

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

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

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