



2024-2025

Family-Student Handbook

Mr. Emanuel Young, Principal
Mrs. Rachel Haywood, Assistant Principal

1700 Derhake Road Florissant, MO 63033
Phone: 314-989-7600
www.northtechnical.org

Table of Contents

Core Values	5
Mission	5
Technical Education Mission	5
Vision	5
Special School District Notice of Non-Discrimination and Accommodation	5
Welcome Letters	6
Career & Technical Education Division Core Values	10
Career & Technical Education Mission Statement	10
North Technical High School Contacts	11
Business Hours	11
Bell Schedule	11
Communication Channels	14
Assessment Policy	14
Attendance Policy	14
Documentation	15
Make Up Work After Absences	16
Truancy/Skipping	16
Home School Not in Session	16
Loss of Credit Procedures	16
Closed Campus Policy	16
Internships/Dual Credit	17
Cell Phone/Handheld Game Policy	19
Guidance and Student Services	23
Health Services	27
Medication Procedures	27
Emergency Instructions	27
Clinic Hours	28
Sick Call	28
Missouri Child Abuse and Neglect Hotline Numbers	28
Student Activities	28
School Organizations	28
Standards of Conduct	29
Suspensions	29
Rules and Regulations	29
Absence from School	29
Bus Conduct	30
Breakfast and Vending	30
Care of Buildings	30
Deliveries From Businesses or Family	30
Early Dismissal	30
Revised Oct 2024	2

Early Student Arrival	30
Hall Passes	30
Food in Instructional Areas	30
Makeup Work After Absences	31
Parking Applicant Procedures	31
Parking Lot Rules	31
Parking Penalties and Infractions	31
School Dress Code	32
Student Discipline and Code of Conduct	35
Assault	37
Automobile/Vehicle Misuse	38
Bullying and Cyberbullying (See Board Policy JFCF)	38
Bullying	38
Cyberbullying	38
Bus or Transportation Misconduct	39
Dishonesty	39
Disrespectful or Disruptive Conduct or Speech	39
Drugs/Alcohol (see Board Policy JFCH and Policy JHCD)	39
Extortion	40
Failure to Care for or Return District Property	40
Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences	40
False Alarms (see also Threats or Verbal Assault")	41
Fighting (see also "Assault")	41
Gambling	41
Harassment, including Sexual Harassment (see Board Policy AC)	42
Hazing (see Board Policy JFCG)	42
Incendiary Devices or Fireworks	43
Insubordination	43
Leaving Class/Campus Without Permission – Elopement (Out of Assigned Area)	43
Nuisance Items	44
Public Display of Affection	44
Safety and Security Cameras/Equipment	44
Safety Violation	44
Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material	45
Sexual Activity	45
Technology Misconduct (see Board Policy EHB and Policy KKB and Regulation EHB-R1 & EHB-R2)	45
Theft	46
Threats or Verbal Assault	46
Tobacco Possession or Use	47
Truancy or Tardiness (see Board policy JED and Regulation JED-R)	47
Unauthorized Entry	48
Unauthorized Groups/Gangs	48
Vandalism (see Board policy ECA)	48

Weapons (see Board policy JFCJ)	48
Subsequent Offense:	49
School District Board of Education Policies & Addendums	50
Acceptable Technology Use Policy	50
Bullying	51
STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION	57
Risk Factors for Suicide	58
Protective Factors for Suicide	59
Safety Plan	59
Suicide Prevention Education for Students	59
Response from Suicide Response Team	60
Publication of Policy and Regulation	60
Behavioral Threat Assessment	62
Release of Student Information to Military Recruiters or Institutes of Higher Education	62
Missouri Department of Elementary and Secondary	62
Education Every Student Succeeds Act of 2015 (ESSA)	62
COMPLAINT PROCEDURES	62
PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT, AND	65
RETALIATION	65
Public Concerns and Complaints	70
Parent and Family Engagement in Instructional and Other Programs	74
Educating Missouri’s Homeless Children	77
Which School Can a Homeless Child Attend?	77
Enrollment	77
Transportation	77
The Homeless Coordinator	78
Student Discipline	79
BEHAVIOR INTERVENTION STRATEGIES	81
Alternative Methods of Instruction (AMI) Plan	95
Basic Instructional Programs	96



Core Values

Equity
Commitment
Collaboration

Mission

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



Technical Education Mission

Provide relevant high quality technical and academic instruction in collaboration with partner districts to prepare and inspire every student to succeed in postsecondary education, the highly competitive world of work and life.

Vision

All Students realize their full potential in life and learning.

Special School District Notice of Non-Discrimination and Accommodation

Special School District does not discriminate or tolerate discrimination, harassment, and/or retaliation against an individual based on race, color, religion, sex, national origin, sexual orientation or perceived sexual orientation, ancestry, disability, veteran status, age, genetic information or any other characteristic protected by federal or state law in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. Direct 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.

Welcome Letters

Special School District of St. Louis County
12110 Clayton Road
Town and Country, MO 63131

Dear Students and Families,

On behalf of the Special School District's Board of Education, it is my privilege to welcome you to SSD's North Technical High School. For more than 50 years it has been our honor at Special School District to provide high quality career and technical education programs for all students in St. Louis County.

Our teachers, administrators, and staff strive to inspire students and are committed to preparing each student for post-secondary education, the highly competitive world of work and life. Our school and programs exist to serve you. To that end, please let our staff know if there is anything we can do to enhance your learning experience.

This handbook serves as a quick reference to the District's policies and procedures at our Technical High Schools. Any questions that you may have that are not answered in this handbook may be directed to your building principal.

Thank you for choosing North Technical High School to be part of our educational experience. We are excited to see all that you accomplish this school year.

Dr. Michael Maclin
Superintendent of Schools
Special School District

Dear North Tech Students and Parents:

It is with great enthusiasm that I introduce myself to you as the Executive Director of Career and Technical Education for the Special School District of St. Louis County! It is my belief that your decision to choose North Tech is one that will have a positive and lasting impression on your life. I am confident that you will be served well by the sincere, competent North Tech administration, faculty and staff as you explore your way through your chosen field of study.

This is a difficult economic time for many in our country so decisions about education and training should be thoughtfully made. CTE will provide you with the opportunity to explore a technical field of interest and to gain foundational skills that will serve you well in your post-secondary studies and in numerous occupations. Career and technical education is exciting, project and professional based and it engages students in ways not possible in a traditional classroom. Be pleased with your decision to attend North Tech and take advantage of all it has to offer.

Respectfully,

Kevin Andert
Chief of Career and Technical Education

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 Administrator, at 314-989-8542.

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

Dear North Tech Students and Families,

I would like to welcome you to North Technical High School. As a North County native, I consider it an honor to serve the students and families of North St. Louis County as principal of North Tech. I am entering my second year as principal here and my 16th year in public education.

Plans for the upcoming school year

This year, we are deepening our focus on instructional excellence and postsecondary readiness.

- **Work-Based Learning:** Students will have more opportunities to explore career opportunities aligned with their career area of study. Our instructors are busy building relationships with employers whose values align with our mission. North Tech students will have guest speakers, go on company tours, and work on projects with partnering organizations.
- **Postsecondary Pathways:** Students will learn more about continued training and education opportunities in their field of study. Our counseling team has partnered with dozens of local colleges to host on-campus info sessions. Additionally, North Tech will host the 4th annual Apprenticeship and Career Pathways Showcase in March 2025. This event will expose students and families to dozens of potential career opportunities that also offer continuing education.

Developments

We've had various construction and renovation projects at North Tech this summer.

- The parking lot was resurfaced and restriped to make student drop-off safer.
- The Culinary Arts wing received a facelift with new flooring and a renovated dining room.
- Later this fall, construction will begin to convert our cafeteria into a multipurpose space serving as a student lounge, eating area, and meeting space.

New Staff

- This year, we are excited to welcome our new [Assistant Principal, Rachel Haywood](#). Ms. Haywood joins us from the Rockwood School District, where she served as a teacher leader and Family and Consumer Science CTE Teacher.
- We are also excited to welcome two new Culinary Arts instructors, Chef Todd and Chef Schroer. Both instructors bring in a plethora of industry experience working in various culinary settings.

At North Tech, we expect our students to thrive academically, professionally, and in life. To that end, we are more than just a school— we're a supportive family. Our family consists of teachers, counselors, social workers, and support staff, all dedicated to guiding and supporting student success.

You know, there's a saying that goes, "It takes a village to raise a child." And here at North Tech, we truly believe in that idea. We're all about open communication. This year I will be sending a quarterly newsletter to keep our families informed about events happening within our school community. I also invite you to reach out to me if you have any questions or concerns or simply wish to connect. My door is always open, and I am here to support you.

Sincerely,

Principal Young

Career & Technical Education Division Core Values

Integrity	We maintain an open, honest environment.
Teamwork	We collaborate with parents, students, partner districts, and industry to provide programs that fulfill the specific needs in our communities.
Quality	We meet or exceed expectations in fulfilling our community's technical education needs and have become a valued resource.
Innovation	We implement new methods and technologies.
Clarity	We communicate our mission in a clear and timely manner.

Career & Technical Education Mission Statement

*North & South Technical High Schools provide relevant high-quality technical & academic instruction in collaboration with partner districts to **prepare & inspire every student to succeed** in postsecondary education, the highly competitive world of work & life.*

North Technical High School Contacts

Main Office 314-989-7600
 Emanuel Young, Principal
 Rachel Haywood, Assistant Principal

Jessica Gowen, Principal's Secretary
 314-989-7601

Cynthia Wright, Transportation
 314-989-7602

Cynthia Wright, Attendance
 314-989-7602

Raquel Hanneken, Registrar
 314-989-7661

Guidance Department
 Allison Bender 314-989-7611
 Melissa Merry 314-989-7610
 Dee Russell 314-989-7672

Social Workers
 Krista Sherman 314-989-7615
 Byron Devrouax 314-989-7607 or
 314-989-7412

Admissions Representatives
 Maria Benson 314-989-7609
 Rich Kanter 314-989-7690
 Omar Perkins 314-989-7748

Karen Kitchen, School Nurse
 314-989-7614

For a complete North Tech directory and other information visit our website at:
www.northtechnical.org

Business Hours

North Tech's office hours are 6:30 A.M. to 3:30 P.M. during the school year.

Bell Schedule

AM Students are permitted in the building at 7:05am; <i>earlier arrivals will be permitted into the main office</i>	
Period 1	7:30am-8:15am
Period 2	8:20am-9:05am
Period 3	9:10AM-9:55am
PM Students are permitted in the building at 11:15am	
Period 6	11:55am-12:40pm
Period 7	12:45pm-1:30pm
Period 8	1:35pm-2:20pm



IMPORTANT DATES

2024 - 2025

EVENT	DATE	TIME
1st Day for Students	August 19, 2024	
No School - Labor Day	September 2, 2024	
Preview Night	October 23, 2024	5:30 - 7:30 PM
No School - Fall Break	October 24-25, 2024	
Quarter #1 Ends	October 25, 2024	
Virtual Instruction Day	November 5, 2024	
Thanksgiving Break	November 27-29, 2024	
Wellness Day	December 6, 2024	AM & PM Session
Semester #1 Ends Last Day of Student Attendance	December 20, 2024	
Winter Break	December 23 - January 3, 2024	
1st Day Back in Session Semester #2 Begins	January 6, 2024	
No School - MLK Day	January 20, 2024	
No School - Staff PD Day	February 14, 2024	
No School - President's Day	February 17, 2024	
Apprenticeship & Career Showcase	February 22, 2024	10:00 - 1:00 PM
Quarter #3 Ends	March 14, 2024	
No School - Spring Break	March 17-21	
Sophomore New Student Orientation	April 10, 2024	
New Student Orientation	April 17, 2025	5:30 - 7:30 PM
No School	April 18, 2024	
No School - Staff PD Day	April 21, 2024	
Fashion Show	TBD	
Tops at Tech	May 1, 2025	5:00 - 7:00 PM
Sophomore Signing Day	May 2, 2025	AM & PM Session
Senior Ceremony	May 9, 2025	12:00 - 2:00 PM
Last Day for Seniors	May 9, 2025	
Semester #2 Ends Last Day for Students	May 22, 2024	

Page Left Blank Intentionally

Communication Channels

There are several ways we use to inform everyone in the technical education high school regarding important announcements:

- Family Newsletter (emailed)
- P. A. Announcements
- Posters
- Handouts
- E-mails
- Mailings
- Recorded message to the home phone number
- Text message to the home cell phone number (please opt-in on the [FOCUS Parent Portal](#))
- (All signs or posters must be approved and initialed by an administrator before being displayed)

Assessment Policy

All students who attend North Technical High School are expected to participate in required state and district assessments, which include the Technical Skills Assessment (TSA), Industry Recognized Credentials (IRC), Stackable Credentials and the ACT-Workkeys. ([See Board Policy IL](#))

Attendance Policy

Please note that all North Tech attendance communication should go through North Tech's Attendance Secretary Cynthia Wright (314-989-7602), and copies of any documentation should be submitted directly to North Tech; partner districts do not provide us with copies of attendance documentation for our shared students.

Absences and Credit

- The State of Missouri requires students to maintain a 90% attendance rate. Students who are absent ten (10) days, excused or unexcused, per semester may be placed on a performance improvement plan. If students do not improve their attendance, they may be asked to return to their sending school with a full-day schedule.
- Students who are absent for 10 consecutive days will be dropped from North Tech.
- Due to the hands-on nature of the work at North Tech, if absences exceed 18 total sessions, excused or unexcused, the student will be denied credit for the semester.

Attendance Communication

Attendance issues will be communicated to students and families in the following way:

- Families can view attendance each day in the [FOCUS Parent Portal](#).
- If an absence is unverified, families will be notified by phone after school that day at the number we have on file.
- Daily attendance calls will be automated.
- Teachers will call home after the 4th absence.
- Letters will be mailed to the home address we have on file after the 4th, 8th, and 15th absences to ensure that the student and family are aware of the number of absences, excused or unexcused, that the student has accrued.

- Guidance, social work, or administration will meet with students having excessive absence issues to discuss ways in which students can improve their attendance and what supports they may need at Tech to do so.
- Students who reach 10 absences, excused or unexcused, in a semester will meet with their guidance counselor and be placed on a performance improvement plan designed to support and improve their attendance. If a student does not meet the improvement goals set out in that plan, they may be asked to return to their home school the following semester.
- If a student exceeds 18 absences, excused or unexcused, a letter will be sent home notifying the student and family that credit has been lost for the semester.
- In order to earn credit, students must maintain attendance expectations for the following semester.

Excused Absences

The following absences will be excused if supported by documentation provided by the family or partner school administrator. [See board policy JED-R](#). 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, with written appointment confirmation by medical provider.
- 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.
- Reflection Room, ISS or Out-of-School suspension.
- Visits with a parent or legal guardian who is an active-duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting.
- Directed to quarantine by a medical professional, health department, or the school. The family may be asked to provide documentation.

Families are encouraged to, whenever possible, (a) balance the scheduling of appointments between Tech and their sending school times, and (b) send their student to school for the remainder of their session.

Documentation

- In order for an absence not to be considered truant, written documentation from a verified parent/guardian or medical provider is required to be presented to the attendance secretary within two (2) school days after the student returns from an absence.
- If a student must miss a technical high school session to attend a home school activity, it is the responsibility of the student to provide documentation from the home school within two (2) school days following the home school event, and the absence will not count against the student's attendance.
- A student will be allowed two (2) excused absences in order to visit a college/university. It is the responsibility of the student to provide documentation from the college/university within two (2) school days following the visit. Students may request an excusal letter/form from the college/university.

Make Up Work After Absences

- Students who have excused absences or are suspended will have the opportunity to make up work. It shall be the responsibility of the student to contact the teacher(s) involved to determine make-up assignments and tests and to establish mutually agreeable times for completion.
- Many technical programs assign a daily professionalism grade; students may be required to complete an alternate assignment if absent. This will be up to each individual teacher and program if an alternate assignment is required.
- Students will be granted the amount of time they were absent to make up work, up to five (5) days, after they return.
- Students who have unexcused absences may be denied the opportunity to make up their work or professionalism points.

Truancy/Skipping

- Students who are absent from school without the knowledge and consent of their parents or guardians and the District administration, or students who leave school during any session without the consent of the building principal or designee, will be considered truant. Students may also be considered truant if they have accumulated excessive absences, even with the consent of a parent or guardian.
- Truancy/skipping may result in Reflection Room, ISS, suspension or other disciplinary actions. Students who have unexcused absences may be denied the opportunity to make up their work or professionalism points.

Tardies and Lates

- Tardies will be addressed in accordance with the discipline policy for tardiness. Students may be assigned Reflection Room for 6 or more tardies in a semester.
- If a student is late by 30 minutes or more to their technical program, this will count as half of an absence for credit purposes.

Home School Not in Session

- Students are expected to attend school when the technical school is in session even if their home school is not open.
- Special transportation routes will be utilized on these days. The pick-up/drop off locations differ from the normal pick-up/drop-off locations.
- Special transportation routes can be found here: [Special Transportation Routes 24-25](#)

Loss of Credit Procedures

- If the student and/or parent/guardian believe the attendance records to be incorrect, please contact North Tech's Attendance Secretary at 314-989-7602 for a detailed record of the student's attendance. The attendance record can also be found on the FOCUS Parent Portal: <https://ssdmo.focusschoolsoftware.com/focus/>

Closed Campus Policy

- To ensure student safety and accountability, a closed campus policy has been established. Students arriving at North Technical High School must remain on campus until their normal dismissal time unless they obtain an early dismissal through the attendance secretary.

- Students are NOT permitted to bring in outside food nor utilize GrubHub, Uber Eats, Doordash, etc. Students are NOT permitted to bring in outside food for other students. Violations will result in a disciplinary consequence.
- To receive an early dismissal the student or parent/guardian must present an early dismissal request from a verified parent contact number to the attendance secretary at North Technical High School upon arrival or before the day the early dismissal is required. The student must report to the attendance secretary for a dismissal slip and to sign out before leaving campus.

Internships/Dual Credit

- Students participating in a post-secondary school for dual credit or involved in an internship program for credit will abide by the technical high school's attendance policy for their high school credit. Students will sign Dual Enrollment/Internship forms.

Student Performance Improvement Plans

The purpose of North Tech's performance improvement plans is to provide students with support and resources to improve their academic performance, attendance, and/or professional behavior, resulting in increased student success. If goals are NOT MET, students could be asked to return to their home school the following semester.

Students may be placed on an improvement plan for the following:

- Attendance: excessive absences or below attendance expectations
- Professional Behavior: excessive discipline or unsafe behavior
- Performance: receiving a grade of "F" in a technical program for the quarter or semester
- For 10th grade students receiving a grade of "F" in 1 or more CAE courses
- If a student 11th/12th fails their CTE program at semester they must return to their home school the following semester.

BUSINESS HOURS

The school day hours are 6:30 a.m. to 3:30 p.m. during the school year. Business matters and inquiries should be directed to the building secretary Jessica Gowan 314-989-7601.

CHANGE OF ADDRESS

Students must contact the guidance department registrar as soon as possible if an address or telephone number change occurs during the school year. Please call Raquel Hanneken (314) 989-7661 for assistance.

CLOSED CAMPUS POLICY

Students must remain on the campus for the entire scheduled school day. Students will not be able to leave the school building to retrieve items from a car unless they receive permission from administration or the designee. Students leaving for a pre-approved appointment, by written notification or contact from their parent/legal guardian, must sign out of the building in the Main Office before leaving campus. Students that leave campus without permission will be subject to administrative discipline.

EMERGENCY PROCEDURES

During emergencies where evacuation of the building is necessary, alarms will ring continuously. When the alarms sound, students will at once and in an orderly manner leave the building through designated

exits. Exit routes are posted in every room. Each class is to stay together at a safe distance from the building until the all-clear signal is given, and then return to class by the same route used to exit the building. Tornado, earthquake, and other emergency procedures are available in each classroom.

LOST AND FOUND

Any article that has been lost and found can be claimed in the Main Office.

STUDENT TRANSPORTATION

The Special School District will provide transportation for all students. The following transportation arrangements are to be used:

AM Students

AM students will be picked up on their home routes and transported to North Tech. At the end of the AM session, students will be transported to their sending school.

PM Students

A bus will pick up the PM students at their sending schools and transport them to the North Tech. PM students will return on home routes at the end of the PM class session.

When the sending school is closed and the Technical Education High Schools are open, students are expected to attend the Tech School. For AM students, they will be dropped off at the nearest elementary school closest to their home. PM students will be picked up at the nearest elementary school closest to their home. Special Transportation routes can be found here: [Special Transportation 24-25](#)

PLEASE NOTE: This includes spring break and teacher workdays.

Bus Number- Families will be notified about their student's bus number by mail, email, or in person. Bus Route/Late Bus Questions/Concerns- The appropriate bus garage should be notified if you have questions or concerns about a bus route or if a bus is late. The numbers below are where questions or concerns regarding buses should be directed. STA Transportation - North Garage: 314-989-7750 or 314-989-7753.

Bus Stop Arrival/Departure Times

Students should be at their bus stop at least 10 minutes prior to their scheduled bus pick up time. If a bus does not show up, students should wait at least 10 minutes before calling the North Garage at 314-989-7750 or leaving the stop.

Bus Changes

Bus Changes due to an address change have a 5 business day turnaround time. At the beginning of the school year and at the start of 2nd semester, changes may take more than the 5 business day turnaround time. Please call the North Tech Registrar @ 314-989-7661 or see the registrar for an Address Change Request form to make an address change.

Home School Not in Session

When home schools are not in session, students are still expected to attend North Tech. The North Garage will be utilizing the Special Transportation Routes on days when the home school is NOT in session. See the Special Transportation Routes for the stop locations and times. A copy can be picked

up in the main office. If you are able to drive that day, please see the main office for a 1-day temporary parking pass at no charge.

Student Drop-Off

Enter the West driveway. Prior to 7:00, students can be dropped off in front of the school. After 7:00, students must be dropped off on the east side of the building by the cafeteria. At 7:30 the door on the east side of the building will be locked for safety reasons.

Problems/Concerns with a Bus Driver or Other Students on Bus

If a student has a problem with a bus driver or other students on the bus, Mr. Young should be notified at 314-989-7608 or Mrs. Wright at 314-989-7602. Students or parents/guardians should never attempt to confront a bus driver or another student.

Bus Conduct

Students are expected to conduct themselves in the same manner as in school and in classes. Failure to do so will result in a disciplinary action and/or loss of riding privileges.

Failure to Ride School Bus

If a student does not ride the school bus for a two week period; he or she will be dropped from transportation. Resuming transportation could take up to two weeks.

County Students Who Move to the City during the School Year

If a county student moves to the city he or she can no longer attend North Tech.

School Closing

In the event of inclement weather, "School Closing" will be shown on television stations (Look for Special School District of St. Louis County) and on School Messenger/School Reach all call phone system: "North Technical High School is closed". (There may be times when Special School District buildings are closed, but North and South Technical High Schools will be open and vice versa). Also, you may consult area news channels or their websites for closings.

Cell Phone/Handheld Game Policy

Each instructor will be provided with a cell phone locker in their instructional space. Students are expected to secure their communication devices in the cell phone lockers at the start of every class. Each student will be provided with an individual, locking cell phone locker.

The district is not responsible for lost or stolen electronic devices. If students do bring phones into the building, they are to be placed on silent or turned off. They are not to be seen, heard, or used in the classroom (unless permission is granted by the teacher). Parents may contact their son or daughter through the front office.

Headphones, Earbuds, Ipads, Stereo boxes, etc. are prohibited in their instructional space during the school day as well. Students may be asked to remove headphones while in the hallway. Any other motorized devices are prohibited unless there is a medical need (verified by doctor's statement or IEP process).

Textbooks

Textbooks are provided and issued to the students during the school year. Students are responsible for exercising responsible care in their use of books. Students are to return books to teachers at the conclusion of the course. Students will be charged for unreturned or damaged books.

Student Tools

Since graduates of career-technical education programs may be expected to have their own set of tools and instruments when they go to work after completion of the programs, students may be required to purchase these tool sets at the beginning of the program.

Transfer or Withdrawal of Student

When students transfer or withdraw from school, parents or guardians are encouraged to come to the school and sign the necessary forms. If this is not possible, the parent or guardian must write a note to the principal requesting transfer or withdrawal. Students are responsible for reporting to the Guidance Office on their last day of attendance. Transfer or withdrawal forms will be processed at that time. Student's grades and transcripts will not be released until accounts are cleared.

Visitor Management System

SSD has introduced a visitor management software system to help protect your children. The visitor management system can track visitors, contractors, vendors, and volunteers at the school. The system will provide a more monitored environment for our students.

When parents, visitors, volunteers, and contractors enter the school, they will be asked to present a valid state issued ID. The ID will be scanned and checked through a national sexual predator's database. The system has the ability to provide alerts on people who may jeopardize the safety of the students and the school.

All visitors to Special School District buildings during the day must check in at the Security Desk or the Main Office and receive a visitor's badge. Every visitor must have a valid state ID or driver's license. The badge must be displayed during their visit, prior to proceeding elsewhere in the building. Parents desiring to observe a classroom must have pre-approval from an administrator. Approval will be determined on a case-by-case basis and must not be disruptive to the learning environment. Visiting a teacher during school hours is prohibited, unless you have been asked to be a guest speaker. Alumni must enter the school building by the Main Office. Alumni will be required to wear a Visitor's Badge during their approved visits. Alumni must only be in the designated area.

Special guests and/or vendors must have a Visitor's Badge and sign-in at the Main Office upon arrival. Visits by prospective students are to be arranged ahead of time through the Technical Education Admissions Department.

Food Delivery/Leaving Campus After School

Food Delivery is prohibited for all students, no exceptions. Students are prohibited from leaving school grounds to purchase food. Students are not permitted to leave campus to purchase food to bring back to the campus. Unauthorized food deliveries during the school day will be sent away. This includes UberEats, Grubhub, DoorDash, Instacart, etc. Students may not leave campus then return to ride on school transportation. This will result in a disciplinary consequence of unauthorized entry or exit.

Academic Information

Academic Dishonesty/Plagiarism

Cheating, stealing, writing answers from another student, taking answers or data from others, plagiarizing, and all other forms of academic dishonesty is prohibited. In cases of academic dishonesty, there will be consequences by the teacher and/or administrator for both the student sharing the information and the student receiving the information.

Class Schedule

The regular school day consists of three (3) periods in their technical program. The remainder of the student's school day is spent at the home school in classes assigned to meet the graduation requirements of the local district.

Individual student schedules are issued on the first day of school. Returning students can access their schedules online through their FOCUS student portal. Any student without a schedule, please report to the gym and the counselors will process a schedule for you.

Grade Point Average

A student's grade point average will be computed on the basis of semester grades in all subjects. A student's grade point average will be computed on the basis of semester grades in all subjects at North Tech. Letter grades will be given the following values:

A = 4 points; B = 3 points; C = 2 points; D = 1 point; F = 0 point

The average of the point values will be used to determine the GPA.

Unit of Credit

Technical programs meeting three periods daily for one semester, earn one (1) and one-half (1.5) elective credits per semester. If your program includes an academic integration, please see your program syllabus for credit breakdown.

Records

Student cumulative records are available through the school registrar in the Guidance Office. A student may make an appointment with their counselor to view their records. Alumni should contact Student Records at the SSD Central Office (314-989-8170) for records or transcripts post-graduation.

Honor Roll

The scholastic honor roll was established to give recognition to those students who have maintained high scholastic work, and exemplify good citizenship. Each quarter, those students who earn a 3.5 (or higher) grade point average will be recognized.

Program Expenses-*Program expenses vary by program*

Students are responsible for exercising reasonable care in the use and security of equipment and supplies. Students will reimburse the Technical Education High School for lost or damaged equipment and supplies issued to them. Personal locks may be purchased for securing toolboxes. The instructor must be informed of the lock combination. Several classes require students to purchase additional items. Students will receive a list of required expenses. Uniforms are expected during the first week of school and purchase of the uniform is the responsibility of the family.

Report Cards and Progress Reports

Mid-quarter progress reports and quarter report cards will be issued four (4) times each year. It is important that parents/guardians review these reports and discuss grades and credits earned with students. Report cards will be emailed to parents/guardians through the FOCUS parent portal approximately one week after the end of quarter.

National Technical Honor Society

Eligible students must have a minimum sending school GPA of 3.0, a minimum of 95% attendance, and an exemplary discipline record. The students will display leadership characteristics and exhibit good citizenship. The students must receive the recommendations of their teachers and administrator.

Career and Technical Education Certificate

Students who meet the following criteria can be awarded the following through their sending school:

- Successfully complete at least 2 semesters in their technical program
- Maintain a 3.0 GPA in their technical program
- Maintain a 95% attendance record for grades 9-12
- Pass/earn the program's TSA or IRC
- Participate in a CTSO
- Achieve a score at or above state standard on Workkeys or other college and career readiness assessment

Technical Program Changes

Students apply to a specific program at North Tech. When the student accepts the technical program and enrolls, there is very limited opportunity to change.

Work Permits

Work permits are issued to students 15 years of age through the Guidance Office.

Guidance and Student Services

School Guidance Counseling Assignments 2024-2025

Please contact the School Counselor assigned to your Career Technical Program when assistance is needed for a student.

Allison Bender 10th Grade Counselor x7611

ALL CAE Programs

Melissa Merry 11th & 12th Grade Counselor x7610

Automotive Technology
Auto Body
Cosmetology
Culinary Arts
CISCO Networking
Diesel Technology
Early Childhood Education
Fashion Design
Hospitality, Business & Entrepreneurship
Multimedia
Precision Machining
Web & Computer Programming

Dee Russell 11th & 12th Grade Counselor x7672

Construction Innovations
Carpentry
Construction Trades
Dental Science
Electrical Trades
Firefighting/EMT
Graphic Design
Health Sciences
HVAC
Law Enforcement
Veterinary Assistant
Welding

Social Worker Assignments 2024-2025

Please contact the social worker assigned to your Career Technical Program when assistance is needed for a student.

Krista Sherman x7615

10th Grade AM Students

Automotive Technology

Auto Body

Cosmetology

Culinary Arts

CISCO Networking Academy

Diesel Technology

Early Childhood Education

Fashion Design

Hospitality, Business and Entrepreneurship

Precision Machining

Web and Computer Programming

Multimedia

Byron Devrouax x7607

10th Grade PM Students

Construction Innovations

Carpentry

Construction Trades

Electrical Trades

Firefighting/EMT

Graphic Design

Health Sciences

HVAC

Law Enforcement

Veterinary Assistant

Welding

Dental

Social Work Services

School social workers are available to support in order for students to receive the maximum benefit from their experience while attending North Technical High School. School social workers assist students and families with identifying and attempting to eliminate barriers to school success.

School social workers can assist students and families with addressing issues that may develop at school, at home or in the community. School social workers are able to assess and make referrals to community resources for a variety of needs such as mental health, counseling, health care, substance abuse, housing and basic needs.

School social workers also provide supportive counseling for students to address issues such as grief, poor school performance, coping skills and stress management, substance abuse, and self-esteem. Referrals are also made to school-based counseling services that are available at North Technical High School.

Prevention Presentations and Activities:

In an effort to proactively address issues that students may deal with while growing up, school social workers will have presentations and workshops throughout the school year about topics such as Stress Management, Dealing with Loss and Depression, Resolving Conflicts, Bullying, Suicide Prevention, Drug and Alcohol Use, and Healthy Relationships.

North Technical High School will also host a school-wide Mental Health Awareness and Self Care Day where our goal is to provide all of our students an opportunity to have face to face access to mental health and supportive resources and organizations. Students will be able to interact with professionals and have a chance to ask questions and gain knowledge about self-care and mental health. Our goal is for students to know help and support is available in their community and we want students to feel empowered to seek help and support.

*If you DO NOT want your child to participate in the presentations and activities, please contact Krista Sherman @ Klsherman@ssdmo.org or 989-7615 or Byron Devrouax at BDevrouax@ssdmo.org or 989-7607.

GUIDANCE COUNSELING AND STUDENT SERVICES

The personnel of the Guidance Department hold advanced degrees in counseling. The guidance staff work with students, parents, sending schools, outside agencies and employers for one or more of the following:

Educational Planning and Career Planning

It is the goal of the counselors to aid students to reach their academic and personal potential. To attain this goal, some of the services provided include:

- Parent conferences
- Staffing with students, parents, teachers, and school nurse
- Classroom presentations on student issues
- Individual technical and academic planning and advisement
- College information and planning
- Scholarship and financial aid information

Guidance Appointments

Students may make an appointment with their guidance counselor directly. Your teacher's approval must be obtained when scheduling an appointment during his/her class period. The guidance secretary will give you a pass which your teacher must sign before you come to your appointment. Please remember to sign in and out so you will not be marked absent. Parents may call the guidance department at any time to schedule a meeting.

Classroom Guidance Activities

Counselors work with students in large groups to address course selection and scheduling for the following year. Large groups may also include long range planning for students with regard to further education and appropriate technical choice. Counselors may also be asked by classroom teachers to assist in particular classroom units. Special attention is given to Career Exploration students.

Instructional Facilitator

Works with students who have previously had difficulty with academics, attendance, or behavioral issues. The instructional facilitator works with the teachers of students who have a current IEP and serves as a liaison between the technical and sending school.

The Social Worker

Assists students with personal problems, which may affect the student's ability to succeed in school or are a detriment to the student's welfare. In some cases, social workers will conduct counseling sessions individually or within groups. Our social workers also look for ways to provide community resources for families in crisis.

Career Information System

The guidance department can assist students in career exploration and assessment through individual counseling. The information can help students select post secondary careers, technical schools, and colleges.

Required Course

This means a course is required by either the State Department of Education or SSD Technical Education Division for graduation.

Prerequisite

A required course means a course must be successfully completed before another course may be taken. Courses meeting one period daily for one semester earn one-half (.5) credit. Technical programs meeting three periods daily for one semester earn one and one-half (1.5) credits per semester.

Transcripts

Incoming students must clear all accounts and return classroom or library books at their home schools so that the technical school can obtain your transcripts. Students must clear all accounts before transcripts can be released to post-secondary schools and employers.

Withdrawal from Technical High School (or Return to Home School -Voluntary)

Students who withdraw from school must secure a withdrawal form from their counselor. The appropriate staff members must sign this form. Accounts must be cleared before the student is officially withdrawn and the parent/legal guardian will be contacted. Students who wish to return to their home schools must do so at the semester. Counselors should be notified as soon as possible so that the sending school counselors can be notified. (North Tech no longer offers a full day program)

Health Services

A registered professional nurse is on duty each day. The school nurse is responsible for assessment, intervention and management of health related concerns in the school setting. This service is not to replace the care your child gets from your regular doctor or clinic, but will provide:

- Basic emergency and first aid care
- Screening exams for hearing and vision
- Assistance to correct problems discovered
- Monitoring of immunization status
- Health teaching for self-care of minor injuries/illness
- Administration of certain medications

Medication Procedures

Prescription medicines must be in the original container. A parent's permission slip must also accompany the medication. Prescription medications that are classified as controlled substances must be delivered to the nurse's office by an adult. Students are not permitted to carry medications or self administer medications at school.

The school nurse may administer certain over-the-counter medications after a nursing assessment is completed. If you think your son or daughter suffers from headaches, cramps, or allergies during the school day and would benefit from over-the-counter medicine such as: Tylenol, Ibuprofen, and Sudafed, please contact the nurse and furnish a written permission slip to be placed on file in the nurse's office. Students, age 18 and older, may legally give their own authorization for medicine. The nurse is Not Allowed to distribute cough drops to students beginning the 24-25 school year.

Emergency Instructions

The nurse maintains health information on each student including: immunizations, health concerns/conditions, allergies, current medications, emergency contacts, and individualized

emergency plans written with the parent. Please contact the nurse's office whenever there is a change in health status or emergency contact numbers. Karen Kitchen Nurse 314-989-7614

Clinic Hours

Students are encouraged to visit with the nurse before or after school. It will be necessary to obtain a hall pass from a teacher in order to visit the nurse during class time.

Sick Call

If the nurse determines, after a nursing assessment, that a student should not be at school, a parent, guardian, or an emergency contact will be notified and contact will be documented in FOCUS.

Missouri Child Abuse and Neglect Hotline Numbers

The Missouri Hotline number is 1-800-392-3738. It will not accept calls that are made from Out-Of-State phone numbers. This toll free number can only be used if you are calling from a number located in the State of Missouri. If you have an Out-Of-State phone number you will need to contact the alternative number: 1-573-751-3448. This number will connect you directly with the Missouri Child Abuse and Neglect Hotline. You can also access assistance online at <https://dss.mo.gov/cd/keeping-kids-safe/can.htm>

TDD (Telecommunications Device for the Deaf), use 1-800-735-2466

For students 18 years or older with disability (IEP) contact the MO Dept. of Health & Senior Services at: 1-800-392-0210.

All others contact local law enforcement.

Student Activities

School Organizations

Participation in appropriate school activities and organizations such as clubs, school publications and approved contests is encouraged. These school activities contribute to the development of good citizenship.

While there is no disputing the importance grades hold in education today, the most vital factor is the total education an individual accumulates. In order to take advantage of extra learning opportunities, plan your activity calendar carefully. Don't become overloaded. Obligations at home and in the community should be considered. Discuss your decisions with your parents/guardians. They are to be fully informed of each extracurricular activity in which you participate, the hours, schedules, practice sessions, and performances.

Standards of Conduct

Students who participate in extracurricular activities place themselves in positions of trust. The manner in which they conduct themselves during school and at school related activities reflects upon themselves, their organizations and their school. These students, by joining a campus group, accept the responsibility to observe policies established by the school, the district and state/national associations.

Suspensions

Students removed from school are not eligible to participate in or attend any school activity or function (held on campus or off campus) until fully reinstated in school. Suspensions issued at the sending school are upheld at North Tech.

Rules and Regulations

Special School District Board of Education policies may be accessed online at <https://www.ssdmo.org/leadership/board-of-education/board-policies> or call 314.989.8100.

Absence from School

Any student's absence, (excused, unexcused, or with a parent note), that becomes excessive will result in the student being placed on a performance improvement plan (SEE ATTENDANCE POLICY). Extenuating circumstances are handled on an individual basis.

Bus Conduct

School bus transportation is a service granted to the students through the Board of Education. All school discipline policies are also to be followed while on school transportation. Inappropriate behavior on a school bus may result in disciplinary action and/or loss of bus privilege. District policy does not permit food or drinks on school buses. See Board [Policy JFCC](#) & [Regulation JFCC-R](#).

Breakfast and Vending

Breakfast is available in the cafeteria from 7:00am–7:25am. Breakfast may be purchased for \$2.10. Free and Reduced meals are available for students who qualify. The application can be found here: <https://dese.mo.gov/financial-admin-services/food-nutrition-services/free-and-reduced-price-information>

A staff member is stationed at the vending machines before and after classes. Refunds will only be given during these times upon verification by staff. At all other times, vending is at your own risk.

Care of Buildings

Students are expected to take reasonable care of school property. Students shall pay for books, school supplies, school equipment or other school property lost or damaged beyond ordinary wear and tear. The building principal shall assess the payment to be made or designate a person, in accordance with the price of the book or other article lost or damaged. Any student who purposely defaces or damages school property shall be required to pay for all damages and may be subject to additional disciplinary action.

Deliveries From Businesses or Family

Students will not be called from class to accept deliveries. Students are not allowed to call in food orders to be delivered.

Early Dismissal

When parents request that the student leave campus during the school day, a note or call from the parent will be required, and a permit to leave must be secured in the attendance office. During the school day all students must secure permission from the attendance office before leaving the campus. Failure to comply will result in disciplinary action. Early dismissals will be given only on an emergency basis, or when an assembly or other school function occurs.

Early Student Arrival

Students may enter the building starting at 7:00 a.m. Once they have arrived on campus, they are to enter and remain in the building. Consequences will result for being in an unauthorized area.

Hall Passes

Students who need to leave a class during the class period must carry a STUDENT HALL PASS, which must be signed by the staff/faculty member indicating the purpose of the pass, and state the time the student left the classroom. Students without a hall pass can be issued a consequence by a teacher or administrator.

Food in Instructional Areas

Absolutely no food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Student allergy prevention and response awareness recognizes the need to only allow the presentation of pre-packaged foods with complete labels of all ingredients ([SSD Board Policy JHCF](#) & [Regulation JHCF-R](#)).

Food delivery is prohibited for all students. If a student drives and brings in outside food, they are expected to eat in the cafeteria.

Makeup Work After Absences

Students who have been absent and/or suspended shall have the opportunity to make up work. It shall be the responsibility of the student to contact the teacher(s) involved to determine makeup assignments and tests and to establish mutually agreeable times for completion.

Students will be granted the amount of time they were absent to make up work (1 day absent=1 day to complete work). Students whose probable absences will extend beyond two weeks for medical reasons may request homebound instruction.

Parking Applicant Procedures

Students wishing to purchase a parking pass must return a completed parking form to the office. The application must be completed in full and signed by the student's parents/guardians. Parking passes are \$25 for the year or \$15/semester. The student's driver's license and current insurance card must be presented with the signed parking form in order to be issued a parking permit. No permit will be issued to anyone with outstanding fees/fines. Board Policy states that any student who registers a vehicle for parking relinquishes the right to bus transportation. Up to ten (10) temporary parking passes may be granted at no charge during the school year for emergency circumstances requiring students to drive temporarily.

Parking Lot Rules

Students may park on the student lot after purchasing a parking pass. When you arrive at school, park your vehicle immediately, close all windows, and lock the doors. Students are not to remain on the lot after their vehicle is parked. All personal items should be stored and out of view. North Tech is not responsible for lost or stolen personal items.

Students may not return to the parking lot during school hours (7:29 AM – 9:56 AM or 12:00 PM- 2:29 PM) without a written pass from a teacher or administrator. Students observed in the parking lot during this time without permission will be subject to disciplinary action. Special School District and North Technical High School assume no responsibility for damage or liability for personal vehicles driving or parked on District property. The student lot is open from 7:00 AM to 10:15 AM and 11:30 AM-3:00 PM.

Please see the complete list of [Student Parking Lot Rules](#).

Parking Penalties and Infractions

Parking violations will be issued for infractions on school property. Parking violations fines are \$10.00 per ticket. Unpaid parking tickets can result in grades being held at the end of the school year.

A student vehicle on campus that is not registered and/or not parked on the student lot will receive a parking violation. Multiple infractions will result in disciplinary action.

Students are to maintain safe driving habits when on school property. The Code of Conduct applies in all areas of campus, including the parking lot. Infractions include but are not limited to:

Careless or Reckless Driving	Speeding	Unsafe Operation
Parking outside Designated Student Areas	The use of PAs, loudspeakers, non OEM horns	Congregating or Socializing on the Student Lot
Theft or Vandalism	Parking Outside of Hours of Operation	Parking without a Permit

Parking lot infractions committed on the parking lot or when exiting the lot, including reckless driving, speeding, or other unsafe behavior, will result in disciplinary action, suspension of permit, or loss of permit, depending on severity. A second occurrence will lead to the permit being revoked for the remainder of the school year, without exception.

Students with attendance and truancy issues or discipline infractions linked to driving, parking, or on the parking lot could lose parking privileges, at the discretion of building administrators.

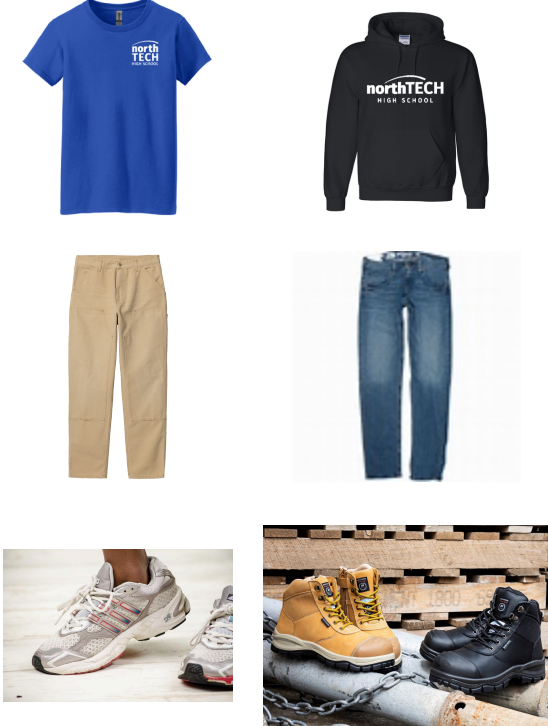
Parking permits are not transferable. They are to be used only by the person(s) it is issued to and only in family-owned vehicles that are properly registered and insured.

If a student allows a non-registered student to drive on the permit, or the permit is in a non-registered car, the permit will be suspended. The permit will be revoked for the remainder of the year on a second occurrence.

Parking permits must be displayed on your car windshield at all times. Permits should be placed on the lower right (passenger) windshield.

School Dress Code

Each individual teacher may establish attire policies that reflect industry expectations and that promote a safe and professional working environment. Each shop has specific attire expectations. The attire expectations mirror those of industry and exist to promote professionalism and safety for our students.

Sophomore Career Exploration Attire Expectations	
<ul style="list-style-type: none"> ○ A student's body must be covered. This means wearing a full-length shirt. A standard T-shirt would meet this requirement. ○ Pants are preferred due to potential hazards in some classroom environments. However, shorts are permitted as long as they reach the knee or longer. Pants must be worn on a student's waist while on the North Tech campus. Loose-fitting pants are a safety hazard. ○ No open-toed shoes, which includes no Crocs, slides, or flip-flops. These are serious safety hazards in our learning environments. Students should wear sneakers at a minimum. ○ Students with longer hair may be asked to restrain their hair while in classrooms to prevent safety hazards (i.e. Long hair can be caught in machinery) 	
Not Allowed	
<ul style="list-style-type: none"> ● No halter, crop or hemmed tops. Shirts may not be tied or tucked and the stomach must be covered. ● No tank tops or sleeveless shirts. All shirts must have a full sleeve. ● No clothing that promotes illegal activities or profanity. ● No short shorts or skirts. Shorts must reach the top of the knee. ● No "sagging" of pants or shorts. These must be worn at the waist level. ● No open-toed shoes. This includes crocs, slides, flip flops, slippers/house shoes, etc. ● No form fitted clothing of any kind is acceptable. This includes no volleyball, biker or cheerleading shorts. 	
Dress Code Violations	
First Offense	<ul style="list-style-type: none"> ● Student asked to change. ● Call home to explain expectations.
Subsequent Offense	<ul style="list-style-type: none"> ● Reflection Room, ISS/OSS

The Board of Education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests. All dress code procedures will adhere to health and safety codes and comply with applicable law. Students enrolled in Career and Technical Education or Vocational Skills programs may be required to dress in clothes or uniforms appropriate to the occupational field in which they are being trained. Dress that disrupts the educational environment will be prohibited. No procedure will impose dress and grooming rules based on gender in violation of Title IX. District procedures will specifically define ambiguous terms, and examples will be provided when practicable.

See [BOE Policy JFCA](#) and [BOE Regulation JFCA-R](#).

Student Discipline and Code of Conduct

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

The District's Code of Conduct is detailed in [Board Policies JG](#) Student Discipline and [Board Regulation JG-R](#) Student Discipline.

All other board policies can be found on
[SSD Code of Conduct](#)

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.

Some behaviors may result in a student returning to their sending school immediately in addition to or in lieu of the consequences below.

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

Reporting to Law Enforcement

It is 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 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, he or she 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.

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

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

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

Assault

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

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

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

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

Automobile/Vehicle Misuse

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

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

Bullying and Cyberbullying ([See Board Policy JFCF](#))

Bullying

1. intimidation, unwanted aggressive behavior, or harassment
2. 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
5. of any student without exception or substantially disrupts the orderly operation of
6. the school, and
7. 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,

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

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 -1 80 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 [Policy JFCH](#) and [Policy 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, In-school suspension or 1 – 180 days Out-of- school suspension
Subsequent Offense:	Police notification, 1 – 180 days out-of-school suspension or expulsion.

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

Extortion

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

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

Failure to Care for or Return District Property

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

First Offense	Restitution; Report Card or Transcripts may be held until dispute is settled, community service, Principal/Student conference, detention, or in-school suspension, Police notification.
Subsequent Offense:	Restitution; Report Card or transcripts may be held until dispute is settled, community service, Detention or in-school suspension, Police notification.

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

Violating the conditions of a suspension, expulsion or other disciplinary consequence

including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, “Conditions of Suspension, Expulsion and Other Disciplinary Consequences”.

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

First Offense	Verbal warning, detention, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing.
Subsequent Offense:	1-180 days out-of-school suspension, or 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, or expulsion, Police notification.
Subsequent Offense:	Restitution. Principal/Student conference, community service, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion, Police notification.

Fighting (see also “Assault”)

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

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

Gambling

Betting on an uncertain outcome, regardless of stakes 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 service, 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, or 1-180 days out-of-school suspension or expulsion
Subsequent Offense:	Removal from activity, 1-180 days out-of-school suspension, or expulsion.

Incendiary Devices or Fireworks

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

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

Insubordination

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

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

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

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

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

Nuisance Items

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

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

Public Display of Affection

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, or in-school suspension, or 1-10 days out-of-school suspension.

Safety and Security Cameras/Equipment

Students may not tamper with School Cameras and/or Security equipment during the school day or after school activities.

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

Safety Violation

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

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

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

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

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

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

Sexual Activity

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

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

Technology Misconduct (see [Board Policy EHB](#) and [Policy KKB](#) and [Regulation EHB-R1](#) & [EHB-R2](#))

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 service, detention, in-school suspension, police notifications or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, community service, 1-180 days out-of-school suspension, police notification, or expulsion.

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

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

3. Violations, other than those listed in “1” or “2” above, of [Board policy EHB](#), [Regulation EHB-R1](#), [EHB-R2](#) or any policy or procedure, regulating student use of personal electronic devices.

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

4. Use of audio or visual recording equipment in violation of [Board Policy KKB](#).

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

Theft

Attempted theft or knowing possession of stolen property.

First Offense	Return of or restitution for property, community service, Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension, Police notification.
Subsequent Offense:	Return of or restitution for property, community service, Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension, Police notification.

Threats or Verbal Assault

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

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

Tobacco Possession or Use

1. Possession of any tobacco products, electronic cigarettes, 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 [Board Policy JHCD](#).

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

2. Use of any tobacco products, electronic cigarettes, 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 [Board Policy JHCD](#).

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

Truancy or Tardiness (see [Board policy JED](#) and [Regulation JED-R](#))

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

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

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

Unauthorized Groups/Gangs

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

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

Vandalism (see [Board policy ECA](#))

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

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

Weapons (see [Board policy JFCJ](#))

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

Subsequent Offense:

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

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

School District Board of Education Policies & Addendums

Types of Forms

Parents or guardians, and students, are required to complete online registration including the Technology, Emergency Contact, Military Op-Out, and News Media forms. A completed paper copy of the Student Medical Information Form and the student's immunization history are to be returned to the nurse's office by a parent or guardian prior to entry into the technical schools.

Acceptable Technology Use Policy

General Rules

The Acceptable Use Policy for Technology Resources governs the use of district technology, whether remote or in-person. All students using district technology must abide by this policy. Technology use is expected to be ethically correct and conform to the highest standards of courtesy, honesty, respect, and morality.

Prohibited Activities

Using school computers for any non-academic purpose is prohibited. Any manipulation, or attempted manipulation, of school computers, printers, network equipment, or school software programs that would alter the normal operation of the equipment or programs in any way is prohibited.

Specifically, students are prohibited from the following activities:

- Breaking into network software of other students' files
- Changing a password that is not their own
- Engaging in any activity which disrupts the use of the network
- Having food, candy, gum, or drinks near any computer
- Loading personal software onto school computers
- Loading personal software onto the school network
- Modifying, damaging, or stealing keyboard and/or mouse
- Playing unauthorized games on school computers
- Sending messages except through your own personal email (internet) account
- Sharing network files with other students unless authorized to do so by the computer coordinator
- Sharing passwords or knowing the password of any other student
- Transferring equipment from one computer to another
- Using profane, obscene, or vulgar language or graphics
- Viewing or downloading any Internet graphics or sounds that are not part of a school assignment

There is no privacy on the school systems. We have the technology to monitor the student's activities, and will do so on occasion. Random searches will be made for documents which contain unacceptable language or activities. Only academic or approved matters should be contained in any student computer files.

Violation of these rules may result in loss of computer privileges, suspension, or dismissal from school. Please see related Board Policies [EHB and EHB-R1](#).

Bullying

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

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

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

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

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

Adopted: June 20, 2007

Revised: October 27, 2015
February 28, 2017

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

Legal Refs.: § 160.755, RSMo. Missouri HB 1583

<https://house.mo.gov/billtracking/bills161/hlrbillspdf/4821H.01I.pdf>

BULLYING

Definitions

"Bullying" means

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, and
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.

"Cyberbullying" means

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" means

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

"District Anti-bullying Coordinator"

1. is appointed by the Superintendent
2. will receive all completed investigative reports from all buildings
3. analyzes the reports to identify any information that would inform the District's anti discrimination and anti bullying education and training programs
4. assists in making any relevant reports as required by state and federal law.

Prohibition

1. The District prohibits all forms of bullying and threats, at any time on school property, on a school bus, or during/at any school function.
2. District staff, coaches, sponsors and volunteers are prohibited from permitting, condoning or tolerating any form of bullying; or planning, directing, encouraging, assisting, engaging in, or participating in any activity that involves bullying.
3. The District has jurisdiction over and prohibits cyberbullying that uses the District's technology resources or that originates on District property, at a District activity or on District transportation.
4. The District prohibits cyberbullying that does not involve District property, activities or technology resources. The District will impose consequences and discipline for those who engage in cyberbullying if
 - a. there is a sufficient nexus to the educational environment,
 - b. the behavior materially and substantially disrupts the educational environment,
 - c. the communication involves a threat as defined by law, or
 - d. the District is otherwise allowed by law to address the behavior.
5. The District prohibits retaliation against a student or employee for reporting bullying or hazing. Any student or employee who retaliates will be subject to discipline according to the appropriate Board Policy.

Reporting

1. The principal of each building is the individual to receive and investigate reports of bullying.
2. Each principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.
3. School employees, substitutes or volunteers are expected to intervene to prevent student bullying, assist the victim and report the incident to the building principal or designee for further investigation and action.
4. Students who have been subjected to bullying or threats or their parents/guardians will promptly report, when possible, such incidents to a school official. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.
5. Any District employee aware of or suspecting bullying or threats must report the incident(s) to the designated administrator (school principal or assistant principal) within two (2) school days of becoming aware. The report may be in written form or verbal (in the course of the subsequent investigation, the employee may be expected to give a written statement.)

6. Any employee becoming aware of or suspecting bullying must take steps to ensure the safety of the alleged victim.
7. The principal will promptly investigate all complaints of bullying and will administer appropriate discipline to all individuals who violate this policy.
8. Violation of this policy by District staff may result in disciplinary action for those staff up to and including termination.

Investigation

Within two working days of receiving the report, the principal, assistant principal, and/or designee will initiate an investigation of the report. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved. If at any time during the investigation the investigator determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation.

The investigation will include, but not be limited to,

1. interviewing witnesses, the alleged victim, and the alleged perpetrator
2. obtaining written statements from the witnesses, alleged victim, alleged perpetrator, and person reporting the bullying
3. in the case of alleged cyberbullying, determining whether the electronic communication was made with District technology, with personal technology on District property, or during a District function, or with personal technology off school grounds
4. contacting the parent/guardian of the alleged victim and alleged perpetrator to inform them of the reported incident and to ask for any related information about the involved parties and the incident
5. determining whether bullying occurred according to the District's definition and the evidence gathered
6. a written report of the investigation and findings with a copy of the completed report provided to the District's antibullying coordinator

The investigation will be completed in no more than 10 school days from the date of the report unless good cause exists to extend the investigation. "Good Cause" may include but not be limited to absences from school or other inability to obtain information necessary for the investigation.

Staff employed in partner district schools will follow the policy of that partner district and will report the bullying or hazing to their Special School District area coordinator or supervisor who will collaborate with the appropriate partner district staff regarding the report.

Response to the Investigation

Three outcomes of the investigation are possible:

1. Bullying did occur - the principal/assistant principal will

- a. Notify the parent/guardian of the victim and the perpetrator
 - b. Take steps to provide supports to the student to deal with negative effects of bullying
 - c. Implement steps to minimize future occasions of bullying
 - d. Administer discipline to the bully according to District Policy
2. Inappropriate but non-bullying behavior occurred - the principal/ assistant principal will
- a. Notify parent/guardian of involved students
 - b. Administer appropriate discipline according to District Policy
 - c. Provide students an opportunity to mediate or resolve any issue or conflict that may have caused the incident.
3. No inappropriate or prohibited behavior occurred- the principal/ assistant principal will
- a. Notify parent/guardian of involved students
 - b. Provide students an opportunity to mediate or resolve any issue or conflict that may have caused the incident

If bullying did occur, the principal/administrator will instruct the school social worker, counselor, victim's teacher, or other staff member to provide the victim support to overcome negative effects of bullying. These supports may include:

- a. Activities to help the student cultivate positive self-worth and self-esteem
- b. Teaching the student to defend her/himself assertively, effectively, and appropriately
- c. Teaching the student to develop social skills
- d. Teaching the student to develop an internal locus of control

If the bullying takes place off-campus/on campus and there is an insufficient connection to the District, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to,

- a. contacting the parents/guardians of the victim and the alleged perpetrators,
- b. communicating that this behavior is not allowed on District grounds or at District activities,
- c. notifying the appropriate District staff to assist the victim, and
- d. taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

For perpetrators of bullying, staff will provide supports to minimize the use of bullying in the future, including

- a. Teaching the student to develop social skills
- b. Teaching the student to learn to interact in a positive manner with others
- c. Teaching the student to develop appropriate conflict resolution and problem solving skills

Prevention

The District will provide appropriate training designed to assist staff, coaches, sponsors, volunteers, and students in building social networks and developing relationships in identifying, preventing and responding to incidents of bullying.

Dissemination

The District shall annually inform students, parents, District staff, substitutes, and volunteers of this policy and regulation. This notification may occur through

1. distribution of the written policy and regulation,
2. publication in handbooks,
3. presentations at assemblies or
4. verbal instructions by the coach or sponsor at the start of the season or program.

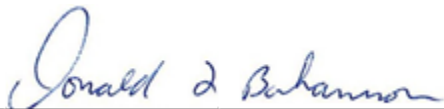
In addition to educating students about content of this policy, the District will inform students of:

1. The procedure to report bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or District has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

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

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Teaching the student to develop social skills.
4. Encouraging the student to feel they have control over events.

Date Issued by Superintendent: March 28, 2017



Superintendent of Schools

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

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

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

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

Adopted: January 9, 2018

Revised: February 28, 2023

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

Legal Refs: §§170.048.RSMo

STUDENT SUICIDE AWARENESS, PREVENTION, AND INTERVENTION

Definitions

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

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

Suicidal Ideation: Thoughts and ideas about committing suicide.

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

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

Risk Factors for Suicide

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

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

Protective Factors for Suicide

Protective factors buffer individuals from suicidal thoughts and behavior.

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

Safety Plan

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

Suicide Prevention Education for Students

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

Student education will include the following:

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

Suicide Prevention and Response Protocol Education for Staff

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

Reporting

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

Response from Suicide Response Team

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

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

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

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

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

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

Publication of Policy and Regulation

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

Date Implemented by the Superintendent: January 9, 2018

Revised February 28, 2023

Elizabeth Keenan
Superintendent of Schools

Behavioral Threat Assessment

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

Release of Student Information to Military Recruiters or Institutes of Higher Education

Under the guidelines of the Family and Educational Rights and Privacy Act (FERPA), North Technical High School may release the name, address, and phone number(s) of each secondary student to military recruiters or institutes of higher education unless the parent/guardian notifies the school otherwise. The parent/guardian may pick up a form from the school’s guidance office. This form should be completed, signed and returned to the North Technical High School guidance office. (See Board Policy JO)

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 <ol style="list-style-type: none"> 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed? 	
Complaints filed with LEA <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

Revised 4/17

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

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.
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.

PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT, AND RETALIATION

Notice of Nondiscrimination

General Rule

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

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

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

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

Sexual Harassment Reporting and District Response

Sexual harassment is prohibited under this policy and policy ACA, but policy ACA applies only to a narrower category of sexual harassment under Title IX, as defined in the federal regulations. All sexual harassment reports must be made to the Title IX coordinator identified in policy ACA and evaluated for

policy ACA applicability. If a sexual harassment report is made to any other District employee, the report must be promptly referred to the Title IX coordinator for intake. Incidents of alleged sexual harassment that are not investigated under policy ACA may be referred for processing under this policy.

Additional Prohibited Behavior

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

Student-on-Student Harassment

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

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

Boy Scouts of America Equal Access Act

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

School Nutrition Programs

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

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

Individuals with Disabilities

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

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

Consequences and Remedies

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

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

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

Public Notice

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

Reporting

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

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

Confidentiality and Records

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

Investigation

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

Training

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

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

Adopted: September 10, 1985

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

Cross Refs: BCC, Appointed Board Officials
ECG, Animals on District Property EFB, Free and
Reduced-Price Meals EHB, Technology Usage
GBAC, Staffing with and Employing Retirees GBCB, Staff Conduct
GBCC, Staff Use of Communication Devices GBH,

Staff/Student Relations

GBL, Personnel Records GBLB, References

GCBA, Professional Staff Compensation GCD, Professional Staff Hiring

GCPD, Administrative Leave and Suspension of Professional Staff Members GCPE,

Termination of Professional Staff Members

GCPE, Renewal of Professional Staff Members GDBA, Support Staff Compensation

GDC, Support Staff Recruiting and Hiring

GDPD, Placement on Administrative Leave and Suspension of Support Staff Members

GDPE, Nonrenewal and Termination of Support Staff Members IGAEB, Teaching about Human Sexuality

IGBCB, Programs for Migratory Students IGBH, Programs for English Learners IGCD, Virtual Courses

IGD, District-Sponsored Extracurricular Activities and Groups IICC, School Volunteers

INC, Speakers at District Events IND, Ceremonies and Observances

JFCF, Bullying JFCG, Hazing

JG, Student Discipline

JHCF, Student Allergy Prevention and Response

JHG, Reporting and Investigating Child Abuse/Neglect KG,

KK, Visitors to District Property/Events KL, Public Concerns and Complaints Community Use of District Facilities

KLA, Concerns and Complaints Regarding Federal Programs

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

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 – 1417 Title IX of the

Education Amendments of 1972, 20 U.S.C. § 1681 Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905

Equal Pay Act, 29 U.S.C. § 206(d)

Age Discrimination in Employment Act, 29 U.S.C. §§ 621-631

The Rehabilitation Act of 1973, Section 504 29 U.S.C. § 794

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d – 2000d-7 Title VII of the

Civil Rights Act of 1964, 42 U.S.C. §§ 2000e-1 - 2000e-17

Genetic Information Nondiscrimination Act, 42 U.S.C. §§ 2000ff – 2000ff-11 Age

Discrimination Act of 1975, 42 U.S.C. SS 6101 – 6107

Americans with Disabilities Act, 42 U.S.C. §§ 12101 – 12213

Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 – 1760 Child Nutrition

Act of 1966, 42 U.S.C. §§ 1777 – 1785

7 C.F.R. Parts 210, 215, 220 and 225

Bostock v. Clayton County, 590 U.S. (2020)

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999) Faragher v.

City of Boca Raton, 524 U.S. 775 (1998) Burlington Indust. v. Ellerth, 524 U.S. 742 (1998)

Gebser. v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)

Oncale v. Sundowner Offshore Serv., 523 U.S. 75 (1998)

Harris v. Forklift Syst., Inc., 510 U.S. 17 (1993)

Public Concerns and Complaints

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

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

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

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

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

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

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

Records will be released upon request when required by law.

Adopted: June 23, 1971

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

Cross Refs.:

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

Legal Refs.:

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

PUBLIC CONCERNS AND COMPLAINTS

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

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

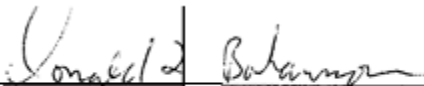
Parents/guardians, community members, or other stakeholders Having concerns or complaints about topics not included in the above list are to use the following process:

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

11. The Superintendent or designee is authorized to immediately make changes to bring the District into compliance with federal law if the investigation determines that the law has been violated.
12. The District will maintain a copy of the complaint and documentation of any written resolution, when applicable, in accordance with law.
13. Records will be released upon request when required by law. In situations where a violation of law has been alleged or determined or documents include legal advice or work product, the Superintendent or designee will have the District's legal Counsel review the documents before they are released.

Date Issued by Superintendent: November 16, 2011

Date Revised by Superintendent: October 23, 2018



Superintendent of Schools

Special School District of St. Louis County, Missouri

Parent and Family Engagement in Instructional and Other Programs

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

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

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

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

- a) Involve families in the development of SSD's Comprehensive School Improvement Plan (CSIP), Title I.A LEA Plan, and the development of support and improvement plans that utilize the most current evidence-based research on family engagement and strategies to lower barriers to participation by parents and families.
- b) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing evidence-based parent and family engagement activities to improve student academic achievement and improve school performance. Schools will provide families with multiple modes of communication, offer varying times and days for engagement activities, and provide the structure and support needed for families to access educational resources. The District and SSD schools will reach out to families frequently and strategically to ensure two-way communication is in place to evaluate family engagement practices.
- c) When feasible, coordinate and integrate parent and family engagement strategies under Federal Programs* with other relevant Federal, state, and local laws and programs. This may include sharing information and training opportunities through workshops, fairs, resource links, information packets, etc.
- d) With the meaningful involvement of parents and families, conduct an annual evaluation of SSD's Parent and Family Engagement Policy. The purpose of the evaluation is to examine the content of the policy and the effectiveness of the policy in improving the academic quality of all schools. Areas to be identified and addressed during the evaluation include:
 - Barriers to family participation including, but not limited to, time and financial constraints, transportation, childcare, limited English proficiency, etc.
 - Needs of parents and family members to assist with the learning of their child and to engage with school personnel and teachers.
 - Evidence-based strategies to support successful school and family interactions.
- e) Use the findings from the annual evaluation to design evidence-based strategies and to revise the SSD Parent and Family Engagement Policy as needed.
- f) Provide for parent and family engagement for all of its students through the Parent Advisory Council (PAC) as required by Missouri statute.
- g) Ensure that each School will establish a Parent Advisory Council for the purposes of developing, reviewing, and revising the School Parent and Family Engagement Policy and to

assist in planning and implementing family engagement activities that are linked to learning. All populations are to be represented on the School Parent Advisory Council. Through the use of open, transparent communication, school administrators and teachers will build trusting, respectful relationships with families and help families navigate the educational system.

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

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

Adopted: April 9, 1996

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

Cross Refs: ADF, District Wellness Program

JFH, Student Complaints and Grievances

JHC, Student Health Services and Requirements JHDA, Surveying,
Analyzing or Evaluating Students KB, Public Information Program

KI, Public Solicitations/Advertising in District Facilities

KL, Concerns and Complaints

Legal Refs: § 167.700, RSMo
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
Every Student Succeeds Act of 2015, as amended through PL114-95
<http://revisor.mo.gov/main/Home.aspx>
<http://uscode.house.gov/>

2022-2023 School Year

Dear Families,

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 Administrator, at 314-989-8542.

Sincerely,

Kelly Grigsby, Ph.D.

Executive Director of Schools and Programs

Educating Missouri's Homeless Children

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

Who is Homeless?

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

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

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

Which School Can a Homeless Child Attend?

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

Enrollment

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

Transportation

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

The Homeless Coordinator

A school district's homeless coordinator plays a vital role in ensuring that children and youth experiencing homelessness enroll and succeed in school. The McKinney-Vento Act requires that every school district appoint a homeless coordinator who serves as the link between homeless families and school staff, district personnel, shelter workers and social-service providers. ***Special School District's homeless liaison is Esthere Scott who can be reached at 314.989.8542 or 314.239.1586 (cell-after 3:30 p.m.).***

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

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

Abuse and Neglect Hotline Number

Missouri Child Abuse and Neglect Hotline Numbers

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

MO HealthNet for Kids

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

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

Toll-Free phone number: 855-373-4636

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

Trauma-Informed Schools Initiative

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

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

Student Discipline

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

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

Application

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

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

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

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

Enforcement

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

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

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

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

Adopted: February 10, 1986

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

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

Legal Refs: §§160.261- .263, 167.161, .171, 171.011, RSMo
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101 – 7165
Beussink v. Woodland R-IV Sch. Dist. 30 F.Supp.2d 1175 (E.D.Mo. 1998)
<http://revisor.mo.gov/main/Home.aspx>
<https://revisor.mo.gov/main/OneSection.aspx?section=160.261>

Special School District of St. Louis County, Missouri

BEHAVIOR INTERVENTION STRATEGIES

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

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

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

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

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

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

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

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

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

The following are prohibited:

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

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

As soon as possible after the resolution of the crisis:

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

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

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

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

Revised: May 25, 2017
April 26, 2022

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

Special School District of St. Louis County

Behavior Intervention Strategies

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

This regulation is divided into the following sections:

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

Levels of Training

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

1. Level 1 Training shall include all of the following:

- a. Information about Policies JGGA, and Regulation JGGA-R,
- b. Consequences for not following the policy,
- c. Continuum of prevention techniques,
- d. Universal supports,
- e. Environmental management techniques, and
- f. Continuum of de-escalation techniques

2. Level 2 training is for instructional school personnel. The training shall include all of Level 1 training, plus all of the following:

- a. Disability specific information and how a student with specific diagnosis processes interventions differently,
- b. De-escalation practices, and those included in District-recognized crisis intervention systems,
- c. Appropriate use of physical restraint, through SSD-recognized crisis intervention programs,
- d. Professionally-accepted practices in physical management and use of restraints,
- e. Instruction on methods to explain the use of restraint to the student who is to be restrained and to the individual student's family,
- f. Instruction on how to write and/or collect data for a functional assessment,
- g. Instruction on how to write and/or implement a behavior intervention plan,
- h. Appropriate use of seclusion, and
- j. Information on the policy, incident report, documentation and notification procedure.

3. Training for substitutes and for non-instructional school personnel will be provided as Appropriate for each position.

Definitions

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

Behavioral Intervention - An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors that interfere or impede accessing the behavior assessment (FBA) that takes into consideration any known medical, developmental, or psychological limitation(s) of the student.

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

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

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

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

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

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

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

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

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

Physical Restraint - The use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force for

instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

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

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

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

Continuum of Interventions

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

The continuum of interventions includes the following:

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

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

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

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

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

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

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

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

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

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

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

Physical Interventions are to be used only

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

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

Physical interventions will be:

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

Physical interventions will not:

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

a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of restraint for brief periods unless an employee determines that such freedom appears likely to result in harm to self or others.

Types of Restraint

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

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

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

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

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

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

Mechanical restraints will not:

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

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

Seclusion, Secure Observation Room

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

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

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

Debriefing and Communication

1. *Staff Debriefing* - Staff will regularly meet to discuss occurrences of use of the SOR, seclusion, or restraint. Following any emergency situation, the student's team shall

meet as soon as possible but no later than two (2) school days, after the situation occurred. The following are points that should be considered in the debriefing and in planning for possible future occurrences:

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

Notice to Families/Guardians

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

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

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

Documentation

IEP or Section 504 Plan

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

If the IEP or 504 plan permits use of restraint or seclusion, it must also contain a plan to eliminate the need for their use. Before adding the use of restraint or seclusion to an IEP or 504 plan, the school team must complete a functional behavior assessment and a positive behavior support plan for the student. The team should include, but not be limited to, the following people: family/guardian,

classroom teacher, or specialists who work with behaviors that interfere with a student's ability to participate in their education.

District Documentation

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

Involvement of Law Enforcement Officers

Staff will include a police officer in crisis intervention only:

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

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

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

Legal Refs: 160.261,263,563.061,RM0.

Date Issued by Superintendent: 5/13/2011

Date Revised by Superintendent: 6/13/2017

4/26/2022


Superintendent of Schools

Special School District of St. Louis County

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.

Basic Instructional Programs

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

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

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

Adopted: March 13, 2001
January 14, 2003

Revised: August 25, 2009
February 23, 2016

Cross Refs: AD, School District Mission

Legal Refs: §§ 161.102, 167.268, 168.171, 170.011, .015, .041 RSMo.
Mo. Const. Art. 1, §§ 5 -7

Special School District of St. Louis County, Missouri