



St. Charles County

CAPS

Center for Advanced Professional Studies

2021 - 2022

ASSOCIATE & PARENT

HANDBOOK

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The City of St. Charles R-VI School District

REACH.....TEACH.....EMPOWER

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Curriculum & Instruction

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Business & Technology

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Dear Parents and Students:

The City of St. Charles School District is committed to providing a safe, diverse, and innovative learning environment for all students. This handbook contains important information about policies and procedures that will help all of us meet that goal.

A wide range of topics are addressed in this handbook, and it is my hope that you will take the time to review the information and save it for future reference. Important contact information, calendar events, procedures, and most importantly, the Student Code of Conduct and statements of parent and student rights are included in this document. Students will be required to sign a form verifying receipt of the handbook and will be responsible for meeting the expectations and standards as described therein. Parents are encouraged to review and discuss the contents of the handbook with their child.

The handbooks can be viewed online on the district's website. Additional copies of the handbook are available by contacting your school's office. If you have any questions or concerns regarding any information contained in this handbook, please do not hesitate to contact your child's principal, myself, or any appropriate district administrator.

I wish you and your child a positive, safe, successful, and learning-filled school year. Thank you for allowing us the opportunity to reach, teach, and empower your child. We are fully dedicated to working together to ensure the best learning environment possible for you and all of our students.

Sincerely,

Jason T. Sefrit, Ed. D.
Superintendent of Schools

All aspects of the St. Charles Public Schools' programs are offered without regard to race, color, national origin, gender or disability. For further information, write Mrs. Julie McClard at 400 North Sixth Street, St. Charles, MO 63301 or call her at 636-443-4000.

2021-2022 School Event Calendar

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Independence day

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January	
3	NO SCHOOL
4	Students return
14	AM CAPS only/PM PD
17	NO SCHOOL-Martin Luther King, Jr. Day

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August	
20	CAPS Kick-off @ LU
23	First Day of CAPS

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February	
18	AM CAPS only/ PM PD
21	NO SCHOOL-Presidents Day

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September	
3	AM CAPS only/PM PD
6	NO CAPS-Labor Day

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March	
2	Teacher Conferences
3	AM CAPS only/Teacher Conferences
4	NO SCHOOL
18	AM CAPS only/PM PD
21-25	Spring Break
28	Students Return

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October	
1	AM PD/PM CAPS only
22	AM CAPS only/PM PD
27	Teacher Conferences
28	NO SCHOOL-conferences
29	NO SCHOOL

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April	
15	AM CAPS only/PM PD
18	NO SCHOOL

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November	
1	NO SCHOOL
19	AM PD/PM CAPS only
24-26	NO SCHOOL-Thanksgiving

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May	
6	AM PD/ PM CAPS only
25	PM CAPS -LAST DAY
26	AM CAPS-LAST DAY
27	Possible Make-Up snow day
30	Memorial Day
31	Possible Make-Up snow day

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December	
10	AM PD/ PM CAPS only
21	AM students only/PM PD
22-31	NO SCHOOL-Winter Break

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June	
1	Possible Make-Up snow day
2	Possible Make-Up snow day
3	Possible Make-Up snow day



St. Charles County CAPS

Mission

Empower students to discover their mission.

Vision

To immerse St. Charles County high school students in professional environments through an engaging curriculum that is driven by passionate industry leaders and delivered by visionary instructors, providing students with invaluable experiences and insights to guide their future studies and careers. CAPS graduates will have highly developed professional skills and a competitive advantage in post-secondary endeavors.



Below are five key guiding principles that **unite**, **define**, and **guide** the CAPS network experience:

Profession-based Learning

Instructors develop real-world, project-based learning strategies through collaborations with business and community partners. These interactions enhance the learning experience, preparing students for college and career.

Responsiveness

CAPS support high-skill, high-demand careers through ongoing innovation in curriculum development, programs and services based on local business and community needs.

Self-Discovery and Exploration

Students realize their strengths and passions by exploring and experiencing potential professions. This allows them to make informed decisions about their future, while learning to exhibit leadership.

Professional Skills Development

Unique experiences allow students to cultivate transformative professional skills such as understanding expectations, time management and other essential business values. These skills are critical to providing students a competitive advantage in their post-secondary education and professional careers.

Entrepreneurial Mindset

Instructors create an environment where creative thinking and problem solving is encouraged. An innovative culture is key to fostering entrepreneurial learning and design thinking.

St. Charles County CAPS Strands and Classroom Locations

Strand	Session Times	Classroom Location	Address
Global Business & Entrepreneurship	<u>AM:</u> 7:30 AM - 10:00 AM <u>PM:</u> 11:30 AM - 2:00 PM	M, T, R, F @ Stauder Technologies Wed @ EDC	114 Mexico Ct St Peters, MO 63376 5988 Mid Rivers Mall Dr St. Peters, MO 63304
Healthcare*	<u>AM:</u> 7:30 AM - 10:00 AM <u>PM:</u> 11:30 AM - 2:00 PM	Varies by Day of Week	See separate box
Technology Solutions	<u>AM:</u> 7:30 AM - 10:00 AM <u>PM:</u> 11:30 AM - 2:00 PM	Lewis & Clark	2400 Zumbahl Rd St. Charles, MO 63301

**The Healthcare strand works with both BJC and SSM hospitals in St. Charles County. The classroom is an off-site location.*

CAPS Healthcare Classroom Locations

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
St. Charles Ambulance District	Spencer Library - Community Council Rooms	Lindenwood University Harmon Hall, Room TBD	Barnes Jewish St. Peters Hospital - Medical Bldg. #1	Lindenwood University Harmon Hall, Room TBD
Mid Rivers Mall Drive St. Peters, MO 63376	427 Spencer Road St. Peters, MO 63376	209 S Kingshighway St. Charles, MO 63301	6 Jungermann Circle St. Peters, MO 63376	209 S Kingshighway St. Charles, MO 63301

SCC CAPS Staff & Contact Information

Name	Strand	Contact Number	Email
Erica Land	Director	Office: 636-443-4077 Cell: 314-717-1182	erica.land@scccaps.org
Dr. Dan Tripp	Global Business & Entrepreneurship	636-364-8646	dan.tripp@scccaps.org
Brooke Theodorakos	Healthcare	314-266-9897	brooke.theodorakos@scccaps.org
Dan Sacre	Healthcare	636-362-4385	daniel.sacre@scccaps.org
John Omoresemi	Technology Solutions	636-362-4051/314-324-4322	john.omoresemi@scccaps.org

Introduction

St. Charles County Center for Advanced Professional Studies (SCC CAPS) immerses high school students in professional environments through an engaging curriculum that is driven by passionate industry leaders and delivered by visionary instructors. High school students from five (5) St. Charles County school districts –City of St. Charles School District, Wentzville School District, Orchard Farm School District, Fort Zumwalt School District, and Francis Howell School District – join together in a creative learning environment to explore their interests, promote their quest for self-discovery, and develop their professional skills as innovative leaders of the future. Learning is student driven; instructors facilitate the learning process through problem-based projects composed of authentic and relevant work experiences. Through this innovative approach, business and education collaborate to become a global learning community.

St. Charles County Center for Advanced Professional Studies (SCC CAPS) Parent/Associate Handbook is a resource for guidelines and procedures specific to the SCC CAPS program. Associate home school district policies and procedures may also apply.

Maintaining Status in SCC CAPS

Associates accepted into the SCC CAPS program demonstrate a desire to work in a professional environment and complete authentic projects directly from business and industry partners while adhering to business etiquette and ethics. By accepting this opportunity, SCC CAPS associates become a member of a unique community of like-minded individuals with the expressed goals of preparing for college and exploring careers within a particular career strand. All SCC CAPS associates must be self-motivated individuals who have an honest desire for learning and enjoy being actively involved in their education. Associates and faculty from SCC CAPS bear mutual responsibility for the development and success of the program.

Although associates have enrolled in SCC CAPS in one of three strands, SCC CAPS is not a high school, but a professional career and college readiness program. It is a program with an expressed mission of providing real-world, profession-based educational opportunities. SCC CAPS courses are different from high school courses, and thus impose unique demands on the associate. SCC CAPS associates are integrated into the local (and sometimes global) business, medical, and research communities. Therefore, attendance, behavior, and academic standing within SCC CAPS and the home high school is important. Associate behavior reflects on the SCC CAPS program and shapes the program's reputation and standing in the community. Should an associate's professional behavior not meet the expectations of SCC CAPS, the associate may be removed from the program.

Professional Skills

Professional skills provide guidelines for acceptable behavior by organizations in both their strategy formulation and day-to-day operations. A professional approach is necessary both for SCC CAPS program success and a positive program image. Business partners, parents, associates and interested parties expect professional and responsible practices.

SCC CAPS chooses to make a public commitment to ethical business by expressing codes of conduct and guidelines. In doing so, these guidelines must be translated into action by SCC CAPS associates, instructors, administration, and business partners. The guidelines enclosed in this document outline specific responsible and ethical behavior inclusive of, but not limited to, the adherence to safety standards, attendance and timeliness, teamwork and communication, respectful relationships with mentors and guest speakers, proper use of technology and hardware, and respectful use of confidentiality of physical and intellectual property. Demonstration of professional skills is a percentage of SCC CAPS associates' grades.

Safety

Severe Weather

SCC CAPS will follow the determination made by the City of St. Charles School District when snow/inclement weather days occur. In case of severe weather - snow, low temperatures, ice, etc. - the official announcement for school closing may be heard over the local radio and TV stations or other media provided by the City of St. Charles School District such as the district website, Facebook, and Twitter. Media outlets can list the City of St. Charles School District as one of the following names; "City of St. Charles School District", "St. Charles R-6", or "St. Charles - City". In the event that St. Charles School District would run a snow schedule or have a late start, our AM session would be cancelled.

Please note: In order to insure associate safety, if an associate's home school is closed for inclement weather, yet the City of St. Charles School District is still in session, associates will not be penalized with

an absence for missing that day. However, the associate is welcome to attend CAPS as long as the parent approves.

Safety Plans

SCC CAPS associates and instructors will follow safety procedure plans for SCC CAPS business partner's site. Plans can include emergency evacuations protocol due to fire, tornado, and other severe weather. SCC CAPS associates and instructors will also follow lockdown procedures as outlined by SCC CAPS business site.

Illness or Emergency While at SCC CAPS Site

Emergency

If an associate emergency develops the instructor will call 911 and give emergency aid that aligns with training and procedures that instructor has completed. The instructor will contact the parent and the CAPS Director.

Non-Emergency Illness

If an associate develops an illness that is a non-emergency, but may require leaving the SCC CAPS site, the instructor will:

1. Call the parent to notify and find out if the associate is cleared to drive home or if the parent will pick the associate up.
2. Instructor will then notify the SCC CAPS office to report this absence back to associates' home high school via the Student Information System.

Policies and Expectations

Change of Address

Associates must advise the SCC CAPS instructor as soon as possible if an address or telephone number of changes during the school year.

Lost or Stolen Property

The City of St Charles School District has policies prohibiting the theft of property belonging to the District or to others who are present on school property or at school activities, whether such activities are on or away from school property. **This shall include, but shall not be limited to, the SCC CAPS site or any business partner site.** The District also provides consequences under the Student Code of Conduct and through referral to law enforcement, as appropriate, for students and other persons who engage in such prohibited conduct. *However, the District is NOT responsible in any manner for the theft or loss of property belonging to students, staff, parents, or others while they are on school property or at school activities, whether on or away from school property, including SCC CAPS site or business partner site. Accordingly, the District shall have no legal or financial obligation to reimburse or otherwise compensate persons whose personal property is lost or stolen while they are present on school property or at school activities, whether on or away from school property, including SCC CAPS site or business partner site.*

Attendance

An absence is defined as a time or an occasion when the associate is not in attendance for SCC CAPS learning (class and/or off-site work in the business community) for an entire session or portion of that session. Tardiness is defined when the associate arrives to class late. Employers state that good attendance is one of the first factors they consider when hiring future employees.

St. Charles County CAPS is committed to the philosophy that every SCC CAPS associate should be in attendance each day of the program. The SCC CAPS program models the work environment, and regular attendance is an important responsibility and is essential for an associates' success in the program. **When SCC CAPS is in session, SCC CAPS associates are required to be present regardless of their home high school calendar. SCC CAPS follows the City of St. Charles School District's calendar.**

Associates are given a limited number of absences, just as they would be given in the workplace. **Eight (8) absences are allowed for the school year, or four (4) per semester, maintaining a 95% attendance rate.** Should an associate exceed this threshold a meeting will be held to discuss the impact to coursework, grading and other issues. The meeting will include the associate, parent(s)/guardian(s), instructor, school liaison, and/or director. **Associates who fail to maintain the expected 95% attendance rate, could be removed from the program during the course of the semester.** It is ultimately the associate's responsibility to monitor his or her absences and to maintain appropriate attendance.

It is the requirement of SCC CAPS that associates adhere to their respective schedules, meaning that associates should be at their SCC CAPS site and begin work on time and continue to work for their entire SCC CAPS schedule, except for scheduled breaks or when required to leave on authorized SCC CAPS business. **Late arrivals, early departures, or other unanticipated and unapproved tardiness and absence from the associates' regular SCC CAPS schedule are disruptive and should be avoided.**

An associate who can anticipate that s/he may be late for SCC CAPS, may need to leave SCC CAPS early or may be absent, should inform his/her instructor ahead of time and submit a CAPS absence form. The instructor will then be able to adjust accommodate the associate's tardiness or absence.

Up to three (3) college visits will be coded as "field trips" with proper documentation from the university or college. Field trip absences do not count against an associate's attendance rate.

Tardies

Unaccounted tardiness is unprofessional behavior and is unacceptable. Documentation regarding tardiness will be kept in the associate's file and considered during grading for not adhering to professional skills. If tardiness is a consistent issue, disciplinary action may be taken.

Early Dismissal

A parent or guardian may request that their child leave the SCC CAPS program early for a scheduled appointment. The associate must complete the CAPS absence form for the early dismissal prior to the absence. The parent should verify the need for the early dismissal via email or phone call to the CAPS instructor or CAPS director.

Early dismissal to attend school-related events will be considered with advance notification from the associate. Associates must also complete the online CAPS absence form in order to get approval from the instructor. The CAPS director will confirm the school-related early dismissal with the home high school.

Reporting an Absence

There are occasions, however, where such deviations from schedule cannot be anticipated. On such occasions when the associate will be tardy or absent from SCC CAPS, the following actions are required:

1. For any absence planned in advance, including school-related absences, or any “day of absence” the associate must complete a CAPS absence form online.
2. The parent or legal guardian must call or email the CAPS instructor or CAPS director to confirm the CAPS absence, including the associate’s name and reason for absence.
3. The associate must contact his/her instructor as soon as possible in the case of an emergency situation or sudden illness or injury. Every effort must be made by the associate to speak to his/her instructor live rather than leave a message via voicemail or a text. If the associate is scheduled to meet that day with their project team members, mentors, business partners, etc., they must also email their contacts and copy the instructor on the email.
4. If an associate does not report his/her absence to the instructor, the associate will be considered acting outside of business ethics and receive a *no call, no show*. This instance will be documented and considered in the associate’s semester grade.
5. If an associate is absent three (3) consecutive days, in return, the associate is required to bring a doctor’s/medical signed note.

Note: If an associate is not in attendance and the parent has not notified the CAPS office, an evening automatic phone call will be made to the parent. **Any absence, excused or unexcused, counts as time away from the program.**

Withdrawal

SCC CAPS associates may withdraw from courses within the **first two (2) weeks of school**. Withdrawal will not be permitted after this time. Associates have made a year-long commitment to the program and the district has paid the tuition for the entire school year. If an associate is absent ten (10) consecutive days, he/she may be dropped from the program.

Last Day of School

Since the SCC CAPS program serves five different school districts, the last day of class varies based on the number of snow days that need to be made up, the last day required for seniors, and/or the last day of school for the sending district/school. We honor our sending school’s final exam schedules and will release associates according to the last day of school for the home high school. Questions about ending dates should be verified with the SCC CAPS instructor or CAPS Director.

Wearing SCC CAPS Photo Identification Badges

All SCC CAPS associates and instructors are required to wear SCC CAPS identification badges while at SCC CAPS sites or business partner locations, or while representing SCC CAPS at other locations or events. Associates and instructors will be issued SCC CAPS photo identification badges at the beginning of the semester.

Dress Code

St. Charles County CAPS associates should dress in business casual apparel (see appropriate business casual attire). There may be some dress code variations based on what is happening in CAPS on a particular day. If so, the instructor will provide those specific dress code allowances. Any deviation from the expected dress standard must

be approved by the instructor prior to the associate's arrival/ participation. Associates should attend class clean, neatly groomed, and dressed appropriately for SCC CAPS. Good judgment should be exercised and extremes of any sort avoided. These guidelines apply during associates' scheduled class sessions, when on the SCC CAPS premises during regular school hours, when meeting off premises (field trips, meetings with mentors, internships, etc.), in public, and when attending outside SCC CAPS-related events.

Appropriate Business Casual Attire

Acceptable clothing includes:

- casual slacks
- khakis
- sport jackets
- collared golf shirts or sports shirts
- collared button-down dress shirts
- crew neck sweaters
- turtleneck shirts and sweaters
- dresses or skirt
- All clothing should be clean and neat

Inappropriate Attire

The following list, while not all inclusive, is indicative of styles too casual to constitute business casual attire for SCC CAPS purposes and are therefore inappropriate on or off the premises:

- Shirts: Tank tops, t-shirts, halters, low-cut necklines, hoodies, high school apparel, etc.
- Blouses: Spaghetti-strap blouses (or dresses), low-cut, exposed midriff, tank tops, tube tops, sheer fabrics, backless tops, etc.
- Pants: Denim pants, cargo pants, fatigues, pants that expose undergarments, shorts, leggings/yoga pants.
- Skirts: Mini, long skirts with high slits, denim skirts.
- Shoes: Casual sandals (i.e. flip flops), sneakers, slippers.
- Other: Clothing that is revealing or provocative, visible body piercing (except ears), tattoo(s), insignias, buttons or pins that are deemed by the SCC CAPS instructor to be potentially offensive.

Please Note: Program requirements for appearance and dress are non-negotiable. It is the responsibility of each associate to use good judgment and adhere to the requirements set forth in this guideline. **It is the responsibility of each instructor:**

1. To promptly inform any associate if his/ her cleanliness, grooming or dress is not appropriate.
2. To work with SCC CAPS administration in otherwise enforcing this guideline.
3. To determine if disciplinary action is necessary for violations of this guideline.

Failure to adhere to the requirements set forth in this guideline may result in disciplinary action. Disciplinary action could include corrective action, which means the associate returns home to change into professional dress and then report back to CAPS (parents will be notified by the instructor).

Use of Communication Technologies

Associates are required to follow policies set forth regarding use of communication technologies. All use of communication technologies by associates is directly related to approved curricula and activities. Associates are expected to read and agree to their home high school guidelines for use of communication technologies.

Cell Phones

Cell phone rules for the SCC CAPS program are set by the instructor. **At the very least, cell phones must be set to vibrate and must not deter an associate from their work.** Associates are expected to exhibit professionalism and have 100% of their focus on their assigned tasks.

Appropriate use of SCC CAPS Social Media

Many employers today are using social media as a tool to their hiring practices. Because you will be working with business partners who may be your potential employer, you are encouraged to set your Facebook/Twitter/Instagram accounts to private and remove anything that may be deemed as inappropriate. In addition, associates should be aware of the following when posting on any SCC CAPS-related social media sites:

1. All postings will be monitored.
2. Associates should use appropriate tone, grammar, and spelling when posting electronic posts or responses.
3. Associates will be respectful of others and represent the SCC CAPS program in a professional manner.
4. Associates will follow policies of SCC CAPS business partners and mentors

Medications

No medication shall be dispensed at the SCC CAPS business site. The home high school nurse will dispense medications for associates. The associate will receive medications at the home high school before leaving or upon returning from the SCC CAPS business site.

Procedures or observations related to chronic medical conditions will be delegated by the home high school nurse to the SCC CAPS teacher on a case by case situation.

Medical conditions and medication needs must be communicated to the SCC CAPS teacher by the home high school nurse as appropriate for the safety of the associate.

Each home high school nurse will be provided with a current list of SCC CAPS associates with the assigned SCC CAPS locations. An updated list should be provided when associate assignments change.

Transportation/Off-Site Field Trips

All transportation to and from the SCC CAPS site must be provided by the associate or their parents or legal guardians. In addition, transportation to off-site field trips must also be provided by the associate unless otherwise accommodated by the SCC CAPS program. Associates may meet and carpool or drive individually to the field trip destination. Precise directions will be provided by the instructor. Meeting as a group at one of the home high schools may occur from time to time in order to travel together by carpool or on a bus. Associates are expected to be on time at off-site visits. Associates should always plan to allow additional time for travel to account for logistical issues. **Parental permission for carpooling and driving to events will be required, and the Private Transportation Consent Form must be on file with the SCC CAPS instructor.**

Every attempt will be made to schedule off-site field trips during the SCC CAPS class periods so as to minimize impact on the associates' schedule outside of SCC CAPS. There will be exceptions. **If the off-site field trip takes an associate away from classes at his/her home high school, associates are required to follow the field trip**

protocols already established by their home high schools. Associates will need to contact their teachers to find out what will be missed and when it needs to be made up. As much advance notice will be provided as possible in order for associates to make up their class work in a timely manner. It is expected SCC CAPS associates demonstrate exemplary responsibility by completing and turning that work in before attending the SCC CAPS field trip.

While participating in field trips or other SCC CAPS-related events, associates are reminded that they are representing the SCC CAPS program and responsible and professional mannerisms are expected at all times.

Academic Information

Grading

Associate workload will be different for SCC CAPS courses as compared to high school courses. SCC CAPS is a profession-based program, and requires associates to understand and demonstrate professional dedication.

Part of the SCC CAPS mission is to immerse associates in authentic learning experiences. Therefore, associate knowledge, skills, and professional character will be measured using a variety of authentic metrics (see examples bulleted) in a portfolio approach. While authentic assessments will compose the majority of an associate's grade, some content and skills may be assessed using traditional strategies.

- Portfolio assessment
- Peer/Self assessments
- Mentor assessments
- Design/idea books
- Professional skills assessment
- Project journals
- Written work
- Presentations
- Business partner assessments
- Design reviews
- Reflections
- Posting results of associate project work online

More detailed grading information will be provided by the SCC CAPS instructor.

Grading Scale

A	90% - 100% Excellent understanding of the subject matter and mastery deployment of the skills of the course.
B	80% - 89% Good understanding of the subject matter and good deployment of the skills of the course.
C	70% - 79% Minimally satisfactory understanding of the subject matter and minimally satisfactory deployment of the skills of the course.
D	60% - 69% Indicates less than satisfactory understanding of the subject matter.
F	59% and below Basic failure in understanding of the subject matter or basic inability to deploy the skills of the course.

The following is the basic outline to be used in associate grading. Modifications might be made within strands and will be communicated via the strand syllabus.

1st Semester Grading

Component	Percentage of Grade
Professional Skills*	20%
SCC CAPS Projects—Individual & Business	50%
Course Assignments & Activities	20%
Employability Skills**	10%
Total	100%

2nd Semester Grading

Component	Percentage of Grade
Professional/Employability Skills	25%
Internship/Mentor Evaluations/Project Work	25%
Assignments/Weekly Progress Reports	25%
Final Reflective Report/Assessment	25%
Total	100%

*Professional skills are considered to be “soft skills” that associates will need to understand and incorporate into their work ethic, projects, and team collaborations such as:

- Communication
- Collaboration/Teamwork
- Creativity & Innovation
- Critical Thinking & Problem Solving
- Choice - Integrity & Trust
- Choice - Time & Project Management

**Employability skills are considered to be the associate’s attendance, punctuality, attitude, preparedness, participation and engagement, responsibility, initiative, behavior, professional dress, and the ability to work as a part of a team.

Progress Reports/Grade Cards

Progress reports are designated to inform associates and parents of an associate's successful progress over a certain period of time or to indicate if an associate is working below expectations. Parents/students can view grades via the SIS portal. **Progress reports will be issued in October and February during parent conferences.** Any other progress reports will be sent at the instructor's discretion. Grade cards are not issued by the SCC CAPS program. **The associate's grade and attendance information are sent to the associate's home high school and will appear on the grade card issued for that associate for semester only.** SCC CAPS does not issue quarter grades.

Finals

There will be no exemptions from SCC CAPS finals. At the end of each SCC CAPS course, a comprehensive assessment will be administered in the form of a written exam, a performance, or a project, portfolio, or any combination thereof. We honor our sending school's final exam schedules and will release associates accordingly.

Make-up Work

Due to the nature of the SCC CAPS program, absences are highly discouraged. It is the associate's responsibility when he or she is absent to obtain any missed assignments and review any new material presented with the instructor. The expectation is that any missed work will be turned in within two (2) days of the absence. Because of the project-based nature of the SCC CAPS program, some activities may not be available for completion at a later time. In these instances, the associate may be required to complete an alternative assignment to demonstrate their understanding in that area. Associates with prior knowledge of their absence(s) are expected to obtain their missed work **before** the day of the absence.

There are various components of a SCC CAPS class period that will be missed:

- Direct instruction from the SCC CAPS instructor
- Class collaboration
- Interaction with mentors, guest instructors, and business partners
- Project work (individual or group)
- Lab work (individual or group)
- Video conferences
- Professional off-site visits and tours

Associates will be required to exercise proactive behavior in order to make up for missed work, as a single absence is equivalent to missing three traditional high school class periods. Associates must take the following steps to avoid/minimize make-up work:

1. Do their best to be at school. If an associate feels ill, but is not contagious, she/he should make every effort to attend SCC CAPS and meet their responsibilities.
2. Contact their SCC CAPS instructor as soon as they know about the absence, as prior knowledge may enable the instructor to help the associate make up the work in a more productive and timely fashion.
3. SCC CAPS instructors have plans/tools in place to help associates obtain information missed due to an absence (i.e. information posted online, such as schedules, timelines for projects, lecture presentations, collaboration spaces). Associates will be made aware of these tools as they are available.

Academic Dishonesty

Academic Dishonesty in any form will not be tolerated and includes copying of homework, cheating on tests, plagiarizing written reports, copying reports, computer programs, sharing answers, allowing someone else to do your work, using cheat sheets, etc. All work should reflect individual associate work unless associates are working on a team project. Associates will be held accountable for completing the original assignment.

Parent/Teacher Conferences

Parents will be expected to schedule appointments for Parent/Teacher Conferences based upon the schedule provided by the instructor. These conferences will consist of, but are not limited to, how the associate is progressing, challenges the associate is facing, addressing parent concerns, and highlighting associate strengths. Parents may also schedule a conference with the instructor on an as-needed basis.

SCC CAPS Associate Review Policy

The SCC CAPS program recognizes the resources provided by the partnering school districts to send associates to the SCC CAPS program. If an associate is struggling to be successful, he or she may be reviewed at semester to determine whether they can return to the SCC CAPS program the following semester. To promote self-advocacy skills, associates are expected to represent their own interest during the review process. Parents will be contacted after the completion of the review session should a decision be made that determines an associate would no longer be able to attend the SCC CAPS program.

The following issues may trigger a review for an associate:

- Significant or multiple discipline issues
- Grade falling below 75%
- Attendance less than 95%

In addition, associates with ten (10) consecutive days of absence without parental contact with the school may be dropped. The associate's home high school reserves the right to remove associates from the SCC CAPS program for lack of credits/academic progress towards graduation or for other concerns. The decision as to whether or not the associate earns an F for a dropped program, or is allowed to withdraw without penalty, is determined by the associates' home high school and SCC CAPS Director.

Student Code of Conduct

Associates have an obligation to adhere to the St. Charles County CAPS guidelines and procedures and must follow the St. Charles City School District's Code of Conduct. If an associate fails to follow SCC CAPS guidelines and procedures or if his or her behavior otherwise interferes with the orderly and efficient operation of the program, corrective discipline measures may be taken. Discipline decisions and consequences are made in coordination with the home high school principals.

Bullying

Bullying is deliberate and hurtful behavior meant to belittle, frighten, hurt, or exclude someone. Common forms of bullying are physical, verbal, social and cyber. Most bullies have a hard time understanding or being sensitive to another person's feelings. Bullying is not a one-time incident, but a behavior that occurs over time. There are no

good excuses for bullying. No one deserves to be bullied. (See St. Charles City School District High School Code of Conduct, BULLYING/HARASSMENT.)

Anything that makes a person different e.g., being too short, too tall, or too smart, can make him/her a target for bullying. Remember the things about you that are different are the things that make you special. Bullies often pick on those who seem to lack self-confidence. The best protection is confidence. Everyone has the right to feel safe in and out of school. Bullying isn't OK in the SCC CAPS program. You can make a difference by showing respect for yourself, respect for others, and being responsible for your actions. If you have a concern or issue, please contact your instructor, counselor, or any of your home high school's administrative staff.

Suspensions

Associates removed from their home high school are not eligible to participate in or attend the SCC CAPS program or outside activity or business partner function until fully reinstated in school. Associates under a suspension are not allowed at the SCC CAPS site, business partner site, or internship site. When an associate receives an out-of-school suspension (OSS) from the SCC CAPS program, they are also suspended from their sending school, and vice versa. Associates are allowed to make-up work when suspended, but may miss hands-on experiences that cannot be recreated.

Disciplinary Action Guidelines

Associates have an obligation to adhere to SCC CAPS guidelines and procedures and to maintain professional standards of conduct at all times. If an associate fails to follow SCC CAPS guidelines and procedures or his or her behavior otherwise interferes with the orderly and efficient operation of the program, corrective disciplinary measures shall be taken at the discretion of SCC CAPS, up to and including immediate dismissal from the program. The purpose of SCC CAPS Disciplinary Action Guidelines is to set forth procedures that may be utilized depending on the circumstances.

Participation in SCC CAPS is **at-will**. SCC CAPS may dismiss an associate from the program at any time. Thus, SCC CAPS may, but is not obligated to, utilize disciplinary measures prior to dismissing any associate.

Disciplinary action may include one or more of the following procedures:

Verbal Counseling—Verbal counseling may be provided to the associate at SCC CAPS's sole discretion. Verbal counseling of an associate by his or her instructor may include, but is not limited to, indication of dissatisfaction concerning an associate's performance, a specific act, a violation of SCC CAPS guideline or procedure, or other inappropriate conduct. Following the counseling session, the instructor will record the discussion between the associate and the instructor, and maintain the record for future reference.

Written Counseling—A written counseling statement may be provided to the associate at SCC CAPS's sole discretion. A written counseling statement by an instructor may include, but is not limited to, a written notification to the associate that she/he is being counseled regarding a performance deficiency, a specific act, a violation of SCC CAPS guideline, procedure, or other inappropriate conduct. A copy of the written counseling statement must be signed by the associate's instructor and by the associate, acknowledging receipt. The instructor will place the written counseling statement in the associate's file and furnish a copy to the associate. The associate's parents and home high school administration will also be informed.

Suspension—At SCC CAPS' discretion, an associate's violation of SCC CAPS guidelines or procedures or any other inappropriate conduct or offense may result in discipline appropriate under the circumstances to prevent recurrence, including an in-school suspension of one or more full days. SCC CAPS's suspension guidelines are applicable to all associates, and the duration of the time away from class shall be determined at SCC CAPS's

discretion based on the circumstances. Suspension of an associate may occur concurrently with verbal or written counseling. The instructor will place a record of the suspension in the associate's file. The associate's parents and home high school administration will also be informed.

Dismissal—At the SCC CAPS Director's discretion, an associate in violation of SCC CAPS guidelines or procedures or other inappropriate conduct or offense may lead to immediate dismissal from the SCC CAPS program. See SCC CAPS Criteria for Dismissal for violations which result in immediate dismissal. The associate's parents and home high school administration will also be informed.

Criteria for Dismissal

Associates are expected to adhere to both rules of their participating district as well as SCC CAPS guidelines. In most cases, disciplinary action will follow the approach described previously in this handbook. Dismissal may result after a disciplinary plan has been enacted with no change in behavior by the associate. There are several actions that will result in immediate dismissal from the SCC CAPS program. The following actions will result in immediate dismissal from SCC CAPS:

- Violation of the home school district or business partner's technology policy.
- Damage/Vandalism/Theft (intellectual or physical property) of SCC CAPS or business partner property by either purposeful action or un-business-like careless behavior.
- Physical violence.
- Possession or use of weapons, drugs, or alcohol.
- Conduct at home school, outside of SCC CAPS, or during SCC CAPS that violates the professional skill of integrity and trust.
- Conduct that endangers the safety of others or substantially infringes upon or invades the rights of others at school, SCC CAPS facility, or at any SCC CAPS participating school district activity.

Business Partners and Internships

Internships/Healthcare Observational Rotations

The intent of the SCC CAPS Internship/Healthcare Observational Rotations Program is to provide associates with the opportunity to gain authentic, hands-on work experience in professional work environments that relate to their academic and career interest, and prepare them for high demand/high skill careers. The internship/clinical observational rotations program is also designed to provide SCC CAPS Business Partners an opportunity to guide and evaluate future talent.

Global Business/Entrepreneurship and Technology Solutions associates will have the opportunity to apply, interview, and be selected for an internship. SCC CAPS internships are NOT guaranteed; therefore, an associate must be selected by the respective business partner. SCC CAPS internships are earned, not guaranteed. Associates are also encouraged to use their networking skills to find a business partner for an internship opportunity. Those must be approved in advance by the CAPS instructor and CAPS director.

Healthcare associates will participate in observation rotations at BJC, Mercy, and/or SSM hospitals within St. Charles County as well as other non-hospital facilities. The purpose of these rotations is to expose associates to a variety of healthcare careers and settings. A set number of rotations will be given to each associate and are required;

however, associates are strongly encouraged to use their networking skills to find other observation rotations outside of those set by SCC CAPS and time during SCC CAPS will be provided for those observations.

NOTE: Associates must complete one (1) semester in the SCC CAPS program to become eligible for a SCC CAPS internship/ observation rotations opportunity.

NOTE: Since associates are working and conducting their job shadows, internships, or other work experiences in professional places of business, parents should never call or visit the associate's work site unless pre-arranged with the instructor. Parents who need to reach their associate during school day hours should always communicate through the instructor on the cell phone contact number provided by the instructor. Any questions or concerns should be directed to the instructor.

Associates Benefits

There are many benefits to working in an internship. According to HR.com and Internships.com, seven (7) out of ten (10) internships turn into full-time jobs with the same company where associates interned. Additional associate benefits:

- Gain industry knowledge and explore career options in field of interest
- Strengthen knowledge of the job search process including developing a resume, cover letter, LinkedIn Profile, networking and interview skills
- Enhance professional skills necessary for success in the workplace
- Make valuable contacts and grow professional network

Employer Benefits

Interns can:

- Build pipeline of candidates, decreasing recruitment costs
- Act as advocates in recruiting other high school and college students
- Offer new perspectives and innovative ideas
- Assist employees with new technology
- Assimilate rapidly to part-time and full-time positions

Business Partner Relationships: Protocols and Boundaries

1. Business Partners and associates will meet at SCC CAPS facilities or business sites during regular school hours. Any exceptions must have prior instructor approval.
2. Business Partners and associates should respond to messages (e-mail or voicemail) within 48 hours or two business days.
3. Business Partners and other professional guests will comply with guidelines presented in the Standards of Conduct for SCC CAPS Volunteers.
4. Associates should demonstrate professional responsibility by keeping their commitments at all times.
5. Associates should be fully prepared for meetings with their business partners.
6. Associates should always inform their SCC CAPS instructors when they will be meeting in person with business partners.

7. Associates should not share personal problems with mentors. Their purpose in an associate's life is to provide PROFESSIONAL guidance. If an associate need someone to talk to about personal problems, s/he should find another trusted adult, such as a parent, teacher, or school counselor.
8. Associates should inform their SCC CAPS instructors or an administrator when an uncomfortable situation with a business partner(s) occurs.
9. Associates must follow the SCC CAPS dress code guidelines when meeting in person with a business partner(s).

Guests at the SCC CAPS Sites

Professional guests are an integral part of the SCC CAPS program. Associates show guests respect by acting with professional behavior and business ethics. Anyone who wishes to be a guest at a SCC CAPS class must contact the instructor to schedule time. Members of the business community may be utilized in SCC CAPS sessions in the following ways:

- Guest instructors/presenters
- Demonstrations
- Assisting associates with a SCC CAPS project or working with associates on company projects (mentors)
- Providing feedback regarding associate projects
- Observation

Check-In Process for SCC CAPS Guests/Mentors

Guests and mentors visiting SCC CAPS classroom(s) will be required to follow the visitor procedures for the business site.

Development of a Business

An outcome of the SCC CAPS process can be that an associate or team of associates may take their product/service to market. SCC CAPS business partners and mentors provide free business consulting to support incorporation of associate-led businesses, e.g. LLC, Sole Proprietor, etc. Associates are responsible for fees associated with registering their business affiliation.

Confidentiality

As a part of the SCC CAPS Professional Skills training, associates learn the importance of confidentiality in the world of business. Associates examine an example of a SCC CAPS nondisclosure agreement, reinforcing the importance, even though most associates are minors and cannot be held liable. Business partners can require associates to sign a nondisclosure agreement when they are working on projects that are sensitive in nature. Associates are not required to sign and can be placed on a different project if necessary. Typically, these are new product launches or web applications.

Intellectual Property Rights

SCC CAPS has found it necessary to research and address intellectual property rights as part of associate work with business partners as well as associates developing their own product or service. Two scenarios exist:

Scenario one: Associates performing real work for business partners

Types of products/services produced for corporations, small businesses, start-ups and not for profits can include websites, marketing collateral, social media strategies, Apps, and CAD diagrams.

Legal Policy:

1. Business client owns the intellectual property rights
 - a. Associates can use the product produced as a piece of their portfolio.
 - b. Prior to the launch of the new product, a Project Request Form is completed and signed by all parties stating the business partner/client owns the intellectual property rights.
2. Business partners are not allowed to pay associates for any of the project work. Instead business partners are encouraged to give to the SCC CAPS program.

Scenario Two: Associates create their own product/service

Legal Policy:

1. Intellectual property rights are owned by the associate.
2. If more than one associate invented the product, the percentage of their rights would be identified in lab notebook documentation.
3. Associates do not receive any payment for their work, but may be welcome to use the SCC CAPS business partners' facilities beyond the normal SCC CAPS session to continue the development of their invention with permission.
4. Associates do not receive any payment for their work. Associate is responsible for the provisional patent filing fee.

City of St. Charles School District

High School Code of Conduct

2021-2022

The Board of Education of the City of St. Charles School District is committed to academic and social/emotional success for all students by providing a school climate that is safe and conducive to a positive teaching/learning environment. The Board of Education further believes that effective discipline policies and procedures promote such an environment, and that discipline is for the purpose of changing behaviors. The Board of Education provides an approved discipline policy to outline the conditions and expectations for success. Families are encouraged to review all behavioral expectations and consequences that will help ensure that students will be assured a productive, safe environment that promotes learning.

Student Discipline:

All students in the St. Charles School District are expected to:

- Comply with district policies and procedures in each school building.
- Respect and obey all persons in authority (adults).
- Be prompt and regular with attendance.
- Be prepared with necessary books, paper, and other school supplies.
- Meet classroom standards of behavior and performance.
- Cooperate with all transportation guidelines and drivers.
- Maintain appropriate habits of communication, dress and personal hygiene.
- Respect the dignity, rights and property of others and avoid any activity that may endanger the health and safety of others.
- Assume responsibility for the care of school property.
- Accept the consequences of his/her behavior.

Discipline Procedures and Definitions

Behaviors are outlined in categories. Within each category, behaviors are listed alphabetically and are grouped according to nature/severity of the infraction. Below each description will be 3 boxes representing from left to right the consequence for the 1st offense, 2nd offense, and Repeated offense (see illustration below)

FIRST OFFENSE	SECOND OFFENSE	REPEATED OFFENSE
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The following pages outline specific behaviors and consequences if a violation occurs and results in an office referral. Teachers have the authority to assign detentions prior to giving an office referral. **Behaviors not specifically addressed, or chronic behavior may be referred for additional disciplinary action. These shall be classified as Conduct Prejudicial to Good Order, or as otherwise appropriate.** Administrators may deviate from stated maximum penalties when circumstances warrant with approval of the superintendent and/or Board of Education.

The intent of discipline is to assist students in recognizing unacceptable behaviors and replace those with acceptable behaviors. The district supports the concept of progressive discipline to encourage the development of self-control, but recognizes that it may need to deviate from progression when the nature, severity, or frequency of a student’s conduct so warrant. This process is intended to be instructional as well as corrective.

Corporal Punishment

No person employed by or volunteering on behalf of the School District of the City of St. Charles shall administer or cause to be administered corporal punishment upon a student attending district schools. A staff member may, however, use reasonable physical force against a student without advance notice to the principal, for self-defense, the preservation of order, or the protection of other persons or the property of the school district.

(Board Policy JGA) Critical

1. Attendance

TARDIES/LATE TO SCHOOL (Less than 10 minutes)

Students who are late to school or class or do not report to their assigned area in a timely manner, are considered tardy. **Students who are tardy in arriving to school are to check in at the office before reporting to class.** Consequences associated with tardies will reset at the beginning of each grading period.

Warning assigned from teacher 1 tardy	1 detention assigned per tardy by teacher for 2 nd - 5 th tardies	Office referral for 6+ tardies; SCC up to OSS
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SKIPPING CLASSES (More than 10 minutes)

Any student missing more than 10 minutes of class without an appropriate excuse from a staff member, will be considered skipping class. Missing more than half of the class will also be an unexcused absence for attendance purposes. All students on campus will be required to remain on campus and follow their schedule unless allowed to do otherwise by a building administrator. Arriving to school 10 minutes or later and more unexcused will be considered to be skipping.

2 detentions per block missed	1 SCC up to 2 days ISS	2 days ISS up to 10 days ISS/OSS
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LEAVING BUILDING WITHOUT PERMISSION (Less than three periods)

Leaving the building/campus during the school day without the permission of the building administrator. More than three periods will be considered truancy.

1 SCC up to 2 days ISS	SCC up to 5 days ISS	2 ISS up to 10 days ISS/OSS
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TRUANCY (Full Day)

Any student who is absent from school without the consent and/or knowledge of his/her parent(s) and/or guardian will be considered truant. Students who are away from campus for a full day, without appropriate authorization, are considered truant.

1 SCC up to 2 days ISS	1 SCC up to 4 days ISS	4 days ISS up to 10 days ISS/OSS & referral to Family Court/ Children’s Division
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2. Aggression

ASSAULT

Assault is a physical attack, either provoked or unprovoked, which may or may not cause personal injury to another student, staff member, or anyone on school property, or while involved in a school-related off-campus activity. A student who engages in physical assault will be subject to disciplinary action, police notification, and charges if warranted. A student who encourages or intensifies an assault or purposefully inhibits adults from interceding will be considered a participant. A violation in this area is cause for an automatic removal from the A+ program.

10 days OSS with possible recommendation for up to 180 days, depending upon severity; Follow reporting requirements to law enforcement	10 days OSS with recommendation for an additional 80 up to 180 days or expulsion; Follow reporting requirements to law enforcement	10 days OSS with recommendation for expulsion; Follow reporting requirements to law enforcement
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BULLYING / HAZING

Bullying occurs when words and/or actions are **repeatedly** directed toward an individual or group, which are intended to intimidate, degrade, humiliate, or belittle their dignity. Bullying includes, but is not limited to, references made or actions taken toward others based on age, sex, race, ethnic origin, religion, physical appearance and/or mannerisms. This includes electronic forms of bullying (cyberbullying).

Hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

5-10 days OSS, depending on severity with additional days possible; Follow reporting requirements to law enforcement	10 days OSS with possible recommendation up to 180 days; Follow reporting requirements to law enforcement	10 days OSS with possible recommendation up to 180 days; Follow reporting requirements to law enforcement
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DISRESPECT/THREATENING REMARKS/ACTIONS TO TEACHERS AND STAFF

Any words, actions or gestures displayed in a disparaging manner toward a staff member. This includes such as but not limited to posturing, harassment, as well as disrespectful and/or threatening remarks/actions made via electronic communications. A violation in this area is cause for an automatic removal from the A+ program.

SCC up to 10 days OSS with recommendation for additional days possible	Up to 10 days OSS with a recommendation for additional days possible	10 days OSS with recommendation for up to 180 days OSS
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DISRESPECT/THREATENING REMARKS/ACTIONS TO STUDENTS

Any words, actions, or gestures displayed in a disparaging manner towards another student or any form of harassment; may also include posturing, and/or words, actions, or gestures communicated or displayed via electronic communication.

SCC up to 10 days OSS	Up to 10 days OSS with recommendation for additional days possible	10 days OSS with recommendation for up to 180 days OSS
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FIGHTING

Fighting is defined as physical contact and/or verbal abuse or other acts of violence where all parties have contributed to the conflict either verbally or physically. Parties joining in, instigating, encouraging, or recording the fight other than the original participants may be considered as parties to a fight. A student who inhibits adults from interceding will be considered a participant. Students who do not disperse upon request when watching a fight will be subject to discipline. If physical confrontation is anticipated, students are to seek assistance from an administrator or teacher.

2-10 days OSS; follow reporting requirements to law enforcement	10 days OSS with recommendation for additional days possible; follow reporting requirements to law enforcement	10 days OSS with recommendation for additional days possible; follow reporting requirements to law enforcement
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GANG ACTIVITY

Any student wearing gang related clothing, i.e. (colors, emblems, sagging pants, baggy clothing, jackets, etc.) or, students flashing gang related signs or writing graffiti is prohibited on or around school grounds/activities.

Student conference up to 10 days OSS	4 days ISS up to 10 days OSS with recommendation for additional days possible	10 days OSS with recommendation up to 180 days OSS
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INAPPROPRIATE PHYSICAL CONTACT

Any minor physical contact that is inappropriate for, or disruptive to, the school environment, including, but not limited to, displays of affection (hugging, kissing) and other physical acts (horseplay, scuffling, poking, pinching, tripping, throwing spit wads, erasers, food, etc.)

Detention up to 1-day OSS	1-day OSS up to 4 days OSS	10 days OSS & possible recommendation for additional days
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RIOTOUS BEHAVIOR

Riotous behavior is defined as more than two persons fighting or any act that represents fighting or causing a fight. Persons joining in, instigating, or encouraging a fight may be considered participants in the fight. A student who interferes with adults trying to intervene in a fight will be considered a participant as well. Students who refuse to disperse and continue watching a fight will be subject to disciplinary consequences. If a physical confrontation is anticipated, students should notify a staff member immediately.

2-10 days OSS; possible recommendation for additional days of OSS at Principal’s discretion	10 days OSS with recommendation for additional days possible; follow reporting requirements to law enforcement	10 days OSS with recommendation for additional days possible; follow reporting requirements to law enforcement]
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SEXUAL HARASSMENT

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. This includes verbal comments, sexual name calling, gestures, jokes, slurs, sexually oriented pictures or letters and the spreading of rumors of a sexual nature; may include comments, pictures, and/or conduct communicated or displayed electronically.

SCC Up to 10 days OSS with recommendation for additional days possible; Follow reporting requirements to law enforcement	5 days OSS up to 10 days OSS & recommendation for additional days possible; Follow reporting requirements to law enforcement	10 days OSS & with recommendation for additional days & possible expulsion; Follow reporting requirements to law enforcement
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SEXUAL MISCONDUCT/SEXUAL ASSAULT

A student, while on school grounds, school buses or while attending a school sponsored activity, shall not forcibly and/or intentionally touch another person’s sex organs or any other body part in a way which constitutes sexual contact whether or not such touching occurs through clothing. Nor shall a student knowingly expose the sex organs or body parts under circumstances in which such conduct is likely to be offensive or otherwise inappropriate. Students engaging in these acts will be reported to law enforcement officials. Students shall not knowingly enter or cause others to enter an area reserved for a person of the opposite sex. Students shall not be in physical or electronic possession of sexually explicit material or pornography. A violation in this area is cause for an automatic removal from the A+ program.

5 days OSS up to 10 days OSS with recommendation for additional days possible; Follow reporting requirements to law enforcement	10 days OSS with possible recommendation for additional days possible; Follow reporting requirements to law enforcement	10 days OSS with recommendation for additional days or expulsion; Follow reporting requirements to law enforcement
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3. Academic

ACADEMIC DISHONESTY-SUMMATIVE ASSESSMENTS/FINAL EXAMS

Academic dishonesty-Summative Assessment/Final Exams includes cheating on summative assessments/tests/final exams, plagiarizing written reports, copying lab reports, computer programs, sharing answers during a summative assessment, test, or final exam, using cheat sheets, taking a photograph of a summative assessment, test, or final exam, sharing a photo of a summative assessment, test, or final exam with others, using a cell phone during a summative assessment, test, or final exam etc. Students will be allowed to retake a summative assessment, but must complete the necessary steps as outlined by the teacher. All work should reflect individual student work.

Because the final exam in is the last assessment for a given course, if a student is found to be cheating on the final exam the student will not be allowed to reassess and will be given a 0% on the exam.

Referral to office-2 Days ISS redo assessment.	Referral to office-3 to 5 Days ISS redo assessment.	Referral to office-2 Days OSS redo assessment.
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ACADEMIC DISHONESTY-FORMATIVE ASSESSMENTS

Academic dishonesty-Formative Assessments includes cheating on formative assessments, copying of homework, copying lab reports, computer programs, sharing answers, allowing someone else to do your work, using cheat sheets, etc. All work should reflect individual student work unless otherwise allowed by the instructor. Students will be held accountable for completing the original assignment.

Redo the assignment, referral to office, and 2 detentions	Redo the assignment, referral to office, and SCC up to 1-day ISS	Redo the assignment, referral to the office, and 2-10 days ISS
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DISRUPTIVE SPEECH/CONDUCT – CLASS DISRUPTION

Sleeping in class, not following class instruction, disrupting the educational environment by actions such as but not inclusive: talking, out of seat, laughing loudly, dropping books, or other items, etc.

SCC up to 2 days ISS	2 days ISS up to 5 days OSS based upon severity	1 to 10 days OSS with recommendation for additional days possible depending upon severity
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LYING (Including Forgery)

Not telling facts, forged signatures, and forged excuses.

SCC up to 2 days ISS/SCC	1-day ISS up to 4 days OSS	1-day ISS up to 10 days OSS with recommendation for additional days possible
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NOT FOLLOWING DIRECTIONS

Not following directives given by a staff member.

SCC up to 2 days OSS	1-day ISS up to 4 days OSS	1-10 days OSS with recommendation for additional days possible
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4. Other Infractions

BUS INFRACTIONS

Students are expected to observe the same conduct as in the classroom. The following rules apply specifically to the bus. The Driver has full authority over the students on the school bus. Seating assignments may be necessary to ensure proper student conduct. If inappropriate behavior is demonstrated by a student, the parent may be contacted to assist the student in modifying the behavior of concern.

School Rules of Conduct

1. Obey the Driver’s instructions when first requested

2. Remain in your assigned seat at all times (facing the front, bottom to the seat, back to the seat, feet to the floor and backpack on your lap)
3. Keep voices low (only the person next to you should be able to hear you)
4. The bus aisles must be kept clear at all times
5. Be courteous, use no profane language
6. Do not eat or drink on the bus and no glass containers
7. Respect all bus equipment (Keep the bus clean; do not damage seats; do not tamper with the controls or emergency door, etc.)
8. Do not be destructive
9. Keep head, hands, feet and objects inside the bus at all times
10. Be at your assigned bus stop location five minutes prior to the bus stop pick-up time
11. No Smoking on the bus
12. No live animals are permitted on the bus at anytime
13. Do not stand or play in the street while waiting for the bus
14. Do not throw any objects on or off of the bus
15. Horseplay is not permitted

Discipline according to Code of Conduct plus possible loss of bus privileges. May be referred to Director of Transportation	Discipline according to Code of Conduct plus possible loss of bus privileges. May be referred to Director of Transportation.	Discipline according to Code of Conduct plus possible loss of bus privileges
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DETENTION VIOLATIONS

Failure to serve assigned detentions.

1 SCC	2 SCC up to 2 days ISS	2 days ISS up to 2 days OSS
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SATURDAY CAMPUS VIOLATIONS

Not attending assigned SCC class as instructed by administrator.

2 days ISS/OSS	2 days ISS/OSS	2 days ISS/OSS
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STEALING

Taking of items that are not the property of oneself and are the property of others. A violation in this area is cause for an automatic removal from the A+ program.

Major: Value over \$50

2 days ISS up to 10 days OSS recommendation for additional days depending on severity; restitution of stolen item; Follow reporting requirements to law enforcement	5-10 days OSS with possible recommendation for additional days depending upon severity; restitution of stolen item; Follow reporting requirements to law enforcement	10 days OSS with recommendation for additional days; restitution of stolen item; Follow reporting requirements to law enforcement
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Minor: Value up to \$49

1-2 days detention up to 2 days ISS with restitution of stolen item; Follow reporting requirements to law enforcement	2 days of SCC up to 2 days ISS; restitution of stolen item; Follow reporting requirements to law enforcement	2 days ISS up to 2 days OSS; restitution of stolen item; Follow reporting requirements to law enforcement
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VANDALISM

Intentionally causing damage to school property or other person’s possessions. A violation in this area is cause for an automatic removal from the A+ program.

Detention up to 10 days OSS with possible recommendation for additional days; pay for damages	10 days OSS with recommendation for additional days possible; pay for damages	10 days OSS with recommendation for additional days up to 180; pay for damages
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SAFE DEFEND VIOLATIONS

Tampering with the Safe Defend boxes and alarms including but not limited to scanning fingerprints, removing/taking scanner covers, vandalizing the boxes, etc. If the system is triggered and the alarm sounds, the student may be disciplined according to the Falsifying Emergencies category below.

2 days of ISS	4 days of ISS	2 days of OSS
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FALSIFYING EMERGENCIES

Disrupting school by falsifying an emergency situation, such as pulling a fire alarm, making a bomb threat, calling 911, etc. A violation in this area is cause for an automatic removal from the A+ program.

<p>10 days OSS with recommendation for additional days possible; Follow reporting requirements to law enforcement</p>	<p>10 days OSS with recommendation for additional days & possible expulsion; Follow reporting requirements to law enforcement</p>	<p>10 days OSS with recommendation for additional days & possible expulsion; Follow reporting requirements to law enforcement</p>
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ELECTRONIC DEVICES & ACCESSORIES

Electronic Devices for Educational Use

The City of St. Charles School District recognizes the significant impact that technology can have on the educational experience for each student. However, this recognition acknowledges that the use of technology can impact the educational environment both positively and negatively depending on how it is used in the school setting. In fact, the use of electronic devices during the school day may cause significant distraction to the learning process if used inappropriately. As a result, policies and procedures used will focus on discouraging these behaviors and encouraging those focused on strengthening the positive impact that technology may have on the educational environment.

One-to-One

In an effort to ensure that students have more equitable access to technology for educational purposes, students will have the opportunity to utilize a district issued Chromebook at school and at home throughout the school year. Students choosing not to take advantage of this opportunity may opt out of the one-to-one initiative, but they will be expected to have access to a similar device such as an updated or current laptop, Chromebook, or tablet device with the ability to access Google Apps and Classroom along with Google Chrome. ***(With regard to this policy, Cell Phones are not considered an acceptable device)***. Please see the City of St. Charles School District Chromebook Policy Handbook for more information.

Cell Phones/Electronic Devices/Accessories

Students are ***not*** encouraged to bring cell phones or other electronic devices to school. ***Please be advised that students bring these items at their own risk.*** If students choose to bring such items, they should be turned off and securely stored out of sight during the school day. Cell Phones may be used before school, after school, during passing periods and at lunch only. Ultimately, classroom electronic device usage is at the discretion of the classroom teacher, and students are subject to discipline consequences for unauthorized or inappropriate use of such devices in the classroom. ***If there is a need to contact students during the school day for an emergency, parents are encouraged to contact students through the school office.*** Additionally, students are not to wear or display headphones and/or ear buds in the hallways or in the classroom without specific expressed permission of the classroom teacher.

Warning from Classroom Teacher	Detention and Parent Notification from Classroom Teacher	Referral to Office-Parent Notification and Two Detentions	Referral to Office-Parent Notification and One SCC/ISS	Referral to Office-Parent Notification and 1-2 ISS
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****Refusal to follow teacher directives resulting in administration being called to the room for electronic device issues per this policy will result in one day of ISS for classroom disruption and insubordination.***

****If the use of the electronic device is used in a more serious issue (example: cheating, unauthorized recording, etc.), the teacher will refer the student to the office for that particular offense.***

COMPUTER MISUSE

Misuse includes, but is not limited to inappropriate language, copyright violations, violation of licensing agreements, accessing other’s files, using other’s log-in, divulging passwords, accessing inappropriate internet sites, etc.

Please reference the 1:1 Chrome book Handbook for further guidelines for appropriate use.

Conference with principal and warning up to privileges suspended for 10 days; pay for damages	Privileges suspended 30 days; pay for damages	Privileges suspended 180 days & 10 days OSS with recommendation for up to 180 days OSS; pay for damages
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COMPUTER VANDALISM

Computer vandalism includes reconfiguring hardware, software, installing programs/software, downloading programs, adding/deleting programs, blatant neglect and/or stealing of hardware or parts.

2 days ISS up to 10 days OSS; pay for damages; possible suspension of computer privileges	5 days ISS up to 10 days OSS with possible recommendation for additional days; pay for damages; possible suspension of computer privileges	5 days ISS up to 10 days OSS with possible recommendation for additional days; pay for damages; possible suspension of computer privileges
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UNAUTHORIZED VIDEO OR AUDIO RECORDING

Making a video, audio recording, or taking a picture without proper authorization from a district staff member.

Detention up to 10 days OSS with possible recommendation for additional days	10 days OSS with possible recommendation for up to 180 days	10 days OSS with recommendation for up to 180 days or expulsion
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DRESS CODE VIOLATION – See Student Handbook for detailed information on appropriate dress. Students who have repeated dress code violations may receive consequences for not following directions.

Student conference and may be removed from class until corrected	Parent contact and may be removed from class until corrected.	Detention up to 10 days OSS
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UNAUTHORIZED POSSESSION OF PROPERLY PRESCRIBED/OVER THE COUNTER MEDICATIONS

The possession of or use of properly prescribed medications, or the possession, use, or distribution of over the counter medications without the written consent of a physician and parent and appropriate district required documentation. (Distribution of prescribed medication is considered “Distribution of a Controlled Substance”.) All medications are to be given to the school nurse and must be in the original container with the following: A violation in this area is cause for an automatic removal from the A+ program.

- Name of student
- Name of medicine
- Dosage/administration schedule
- Physician's name
- Date purchased

Medications will be dispensed by the school nurse/health clerk in the clinic. Students are not allowed to carry medications on their person during school hours, except as may be permitted by Board Policy.

(See Student Handbook for details regarding District policy for prescribed medications. Board Policy JHCD)

Detention up to 2 days OSS	2 days OSS up to 4 days OSS	4 days up to 10 days OSS with possible recommendation for additional days
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INHALANTS/CHEMICALS (MISUSE)

Certain chemicals, such as white out, airplane glue, aerosol cans, etc. which, if abused or distributed are detrimental to the health, well-being, and educational growth of students. A violation in this area is cause for an automatic removal from the A+ program.

Detention up to 10 days OSS with possible recommendation for additional days	3 days OSS up to 10 days OSS with possible recommendation for additional days	10 days OSS with possible recommendation for additional days
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TOBACCO/TOBACCO RELATED ITEMS/VAPING/VAPING RELATED ITEMS

Possession or use of tobacco in any form is prohibited in school buildings, on school grounds, at school activities, and on school buses. The term "use" is defined as smoking, chewing or maintaining tobacco in one's mouth. Any form of tobacco will be confiscated from students who possess it. Lighters, matches and cigarette related items will be confiscated from pupils who possess them. This policy applies to vaping or vaping like substances as well. A violation in this area is cause for an automatic removal from the A+ program.

2 days ISS	4 days OSS	10 days OSS with recommendation for additional days.
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DISTRIBUTION OF TOBACCO/TOBACCO RELATED ITEMS/VAPING/VAPING RELATED ITEMS

Bringing tobacco, tobacco related items, vaping, and/or vaping related items onto school grounds or to a school activity with the purpose of selling or distributing the item to another individual. A violation in this area is cause for an automatic removal from the A+ program.

4 days ISS – 2 days OSS	2 – 5 days OSS	5-10 days of OSS with possible recommendation for additional days
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ALCOHOL/DRUGS/NARCOTICS/CONTROLLED SUBSTANCE

The Board of Education strictly prohibits the possession of drug paraphernalia as well as the possession, use, and the arrival at school and/or at school activities having recently consumed alcohol/illegal drugs/prescription drugs not prescribed to the student, or multiple doses of any type of prescription drugs/narcotics/controlled substances, synthetic substances, or counterfeit substances (look-alike substances) on school grounds, school activities, school buses or school property. ***CBD oil is considered a controlled substance by the school district.*** Any violations of this policy may result in police action and disciplinary action.

The District does, however, recognize the nature of addiction and offers students a therapeutic approach as opposed to a disciplinary consequence. Students in possession of any of the above substances or paraphernalia, and/or displaying behaviors consistent with being under the influence will be given the option of participating in the District’s STEP program (substance treatment and education program). STEP provides an alternative from out of school suspension through a partnership with Preferred Family Healthcare. Participants will receive drug and alcohol counseling along with educational services provided to maintain their coursework in their classes, while avoiding a disciplinary suspension. More information about this program is provided below.

Administrators may use situational, physical, or behavioral indicators to determine if students are under the influence of prohibited substances.

Please note: Voters recently approved the use of medical marijuana in Missouri. However, marijuana is still illegal under federal law and, except for those authorized to use it medicinally, illegal in the state of Missouri. The City of St. Charles School District prohibits students from being under the influence or in possession of any illegal substance on district property, transportation or district events. Because marijuana is still illegal under federal law, the prohibition applies even to those who are legally authorized to use marijuana medicinally. Thank you for helping us to keep our schools’ drug free. A violation in this area is cause for an automatic removal from the A+ program.

First Offense	Second Offense*	Repeated Offense*
Participation in STEP <u>or</u> 10 days OSS with recommendation for up to 20 additional days OSS	Participation in STEP <u>or</u> 10 days OSS with recommendation up to 80 days OSS	Participation in STEP <u>or</u> 10 days OSS with recommendation of 90 up to 180 days OSS

**Students participating in the STEP program the second or third time will most likely be required to complete a more comprehensive treatment plan with Preferred which could include after school sessions, day treatment or inpatient treatment. Preferred will make treatment plan recommendations based on their intake with the student and his/her family.*

If a student is in violation of the above alcohol/drugs/narcotics/controlled substance policy, a meeting will immediately be called between the school administration and the student’s parent(s) and/or guardian(s). For a student’s first offense, they will be given the option of participating in STEP and paperwork will be completed for immediate entry into the program. **Students participating in STEP will not be considered suspended.** If a student elects not to participate in the STEP program, he/she will be suspended for 10 days and referred to a disciplinary hearing where additional days (as outlined above) may apply.

STEP

Students participating in the STEP program must complete the following requirements:

- Complete intake paperwork for Preferred Family Healthcare and STEP program.
- Complete 10 school days in the STEP classroom program
- After the 10 days, students will return to their regular classes.
- Participate in the treatment plan as recommended by Preferred Family Healthcare for 90 days after the initial referral.
- Participate in regular alcohol and drug screenings through Preferred Family Healthcare for 90 days after the initial referral.
- At any time during participation in STEP, the Preferred Family Healthcare team can recommend a more extensive treatment plan if the student’s usage warrants additional treatment.
- If at any point during the student’s 90 days, he/she decides to no longer participate in the program or becomes uncooperative, the student will receive 10 days of OSS and will be referred to a disciplinary hearing where additional days will be considered.

After the 90 day period, if the student produces a clean alcohol and drug screening they will be considered as successfully completing the program and will no longer be required to receive services.

DISTRIBUTION OF OR INTENT TO DISTRIBUTE CONTROLLED SUBSTANCES, COUNTERFEIT SUBSTANCES OR PRESCRIPTION DRUGS

These consequences apply to controlled substances as well as counterfeit substances and prescription drugs; Follow reporting requirements for law enforcement. At the discipline hearing, the situation will be evaluated and a determination will be made as to whether or not the student is appropriate for the STEP program. A violation in this area is cause for an automatic removal from the A+ program.

10 days OSS with recommendation for up to 180 days OSS and possible expulsion; notification to police.	10 days OSS with recommendation for up to 180 days OSS and possible expulsion; notification to police.
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ARSON

Arson - Intentionally starting a fire or causing a fire/explosion. A violation in this area is cause for an automatic removal from the A+ program.

10 days with recommendation up to 180 days OSS; notification to police, and possible expulsion	10 days with recommendation up to 180 days OSS; notification to police, and possible expulsion
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FIREWORKS

The use, possession, and distribution of fireworks, smoke bombs, and any other similar items such as propellants that is detrimental to the health and safety of the students and/or the organization. Students engaging in these acts in or around the school campus will be subject to disciplinary action and/or referred to law enforcement. A violation in this area is cause for an automatic removal from the A+ program.

10 days with recommendation up to 180 days OSS; notification to police, and possible expulsion	10 days with recommendation up to 180 days OSS; notification to police, and possible expulsion
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GUNS/ WEAPONS-POSSESSION:

Any instrument or device, including those defined in 18 U.S.C.921 and 571.010, RSMo, which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person. This includes but is not limited to: blackjack, concealable firearm, explosive weapon, firearm, firearm silencer, gas gun, BB-guns, starter pistols, mace, switchblade, knife (any lengths), knuckles, machine gun, rifle, shotgun, spring gun, air guns, or any other items used to inflict injury. For the purposes of school safety, any look-alike weapon will be addressed as though it was a real weapon.

For the purpose of the Gun Free Schools Act, a firearm as defined in Section 921 of Title 18 of the U.S. Code includes:

- A weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosion
- the frame or receiver of any weapon described above

- any fire arm muffler or silencer
- any explosive incendiary, or poison gas
- Bomb
- Grenade
- Rocket having a propellant charge of more than four ounces
- Missile having an explosive or incendiary charge of more than one-quarter ounce
- Mine, or similar device

Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one half inch in diameter. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled. For the purpose of school safety, any device that looks like a real weapon will be treated as a weapon. A violation in this area is cause for an automatic removal from the A+ program.

Note: If a student brings or uses a weapon at school, on school property or at a school activity, he/she will receive a suspension for a period of not less than a year or expulsion per the Safe Schools Act.

10 days OSS up to 180 days OSS and possible expulsion; Safe Schools violations not less than 1-year OSS; Notification to police	10 days OSS with recommendation for expulsion and notification to police.
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THREATENING REMARKS INVOLVING USE OF A WEAPON

Any words, actions, or gestures displayed in a disparaging or threatening manner towards another student, mentioning the use of a weapon. This includes remarks made via electronic communications. A violation in this area is cause for an automatic removal from the A+ program.

10 days OSS with possible recommendation for up to 180 days OSS; follow reporting requirements to law enforcement	10 days OSS with recommendation up to 180 days with possible expulsion; follow reporting requirements to law enforcement
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FELONY EXCLUSION

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. This means that if a student has been charged with, convicted of, or pled guilty to a felony in adult court, the student may be suspended. This provision does not apply to juvenile court proceedings. However, there are other mandatory exclusions under the Safe Schools Act that do include juvenile court actions.

(Board Policy JG)

SCHOOL SEARCH POLICY

Searches and Seizures by School Personnel

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined in the guidelines below and in accordance with the law and may seize any illegal, unauthorized or contraband materials discovered in the search. In the event the law provides greater leeway for the district than this policy, the law shall prevail. Police and search dogs may also be utilized on school grounds and surroundings without notice.

School Property -- School lockers, desks and other such property are owned by the school, and are subject to search at any time by school officials. Students are responsible for whatever is contained in their desks and in the lockers issued to them at school.

Students or Personal Property -- Students or student property may be searched based on reasonable suspicion of a violation of district rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. Personal searches, and searches of student property, shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, and not in front of other students. Students shall not be required to undress, although they may be asked to empty pockets, or remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

Automobiles -- Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if the school authority has reasonable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

Students Refusal of a Search -- Law enforcement officials shall be contacted if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such articles. Law enforcement officials may be contacted in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted.

Seizure of Illegal Materials -- If a properly conducted search yields illegal or unauthorized materials, such findings may be turned over to proper legal authorities for ultimate disposition.

Illegal or Unauthorized Materials -- For purposes of this policy, illegal or contraband material include all substances or materials, the presence of which is prohibited by school policy or state or federal law, including but not limited to, controlled substances, imitation controlled substances, drugs, drug paraphernalia, alcohol or alcoholic beverages, abusable glue or aerosol paint, guns, knives, weapons or incendiary devices.

Interview with Police or Juvenile Officers/Other Law Enforcement Officials -- The School District of the City of St. Charles has jurisdiction over students during the school day and hours of approved extracurricular activities. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or designee will ask to be present and will request that the interview be conducted in private.

The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians. If the interviewer raises a valid objection to the notification, parents will not be notified.

Removal of Students from School by Law Enforcement Officials

Before a student at school is arrested or taken into custody by law enforcement or other legally authorized person, the principal will make a reasonable effort to verify the official's identity. The school principal will attempt to notify the student's parent/guardian that the student is being removed from school, unless directed otherwise by the law enforcement official.

The School Resource Officer (SRO)

The school resource officer (SRO) is a certified law enforcement officer who is assigned full-time to a school or schools. SROs receive many hours of specialized training. The concept of the SRO is very similar to the "officer on foot patrol" who knows the public he or she services on a first name basis and is sensitive to their particular needs. The SRO wears many hats; he or she is a friend, advisor, educator, positive role model, and someone to turn to in time of need.

As an educator, the SRO will visit classrooms and make presentations that concern student safety, traffic laws, general law, and crime prevention. SROs also work with individual teachers to create special programs tailored to specific units of study. The SRO may work with school administrators and students in the process of investigating suspected criminal violations that involve the school. In acting as a counselor, the SRO is available for conferences with students, parents and staff regarding law related issues or problems. The SRO is trained in all aspects of emergency situations to be able to help the students and staff in any way they can. As you can see, the SRO is a very important asset to our Schools and the St. Charles Police Department.

Certain Violations Strictly Enforced

The administration and staff of the St. Charles City School District believe that in order for teaching and learning to occur, a safe environment is necessary. In addition, the administration and staff believe that all children deserve an environment that is conducive to optimal teaching and learning. Therefore, the prohibitions against fighting or physical assaults (attempting to cause injury to another person, intentionally placing a person in reasonable apprehension of imminent physical injury) will be strictly enforced.

POLICE ACTION AND THE SCHOOL

In event of police action against a student the following actions will be taken:

1. The district will make a reasonable effort to contact the parent or legal guardian of the student prior to the interview and/or to releasing the student to the law enforcement officer, unless directed otherwise by the officer. The District will also request that the law enforcement officer delay the interview and/or arrest until the parent or legal guardian can be present. However, the District does not have the authority to prohibit a law enforcement officer from questioning a student or taking a student into custody, or to interfere with the investigation of a potential crime. If an interview is conducted without the presence of the parents, the District will request that an administrator or other representative of the District be present during the interview. However, the District has no authority to require that such person be present as a condition of permitting the interview to occur.
2. The District cannot ensure that parents will be present, as it is not legally required to have parents present when District officials (including the SRO) question a student.
3. The District cannot ensure that it will be present during all interviews conducted by the police and should not pledge to protect the student's interests, especially when those interests may be (and usually are) directly adverse to those of the District and District personnel.
4. In the event that a student is found to be in possession of any controlled substance (alcohol, drugs, look alike drugs, synthetic drugs, etc.) or weapons*, a principal will immediately inform the police of such and will turn over such item(s) to the police for an investigation by a law enforcement agency.

5. District administrators will report acts of school violence to the Superintendent's Office. Acts of school violence are defined as exertion of physical force by a student with the intent to do serious bodily harm to another person while on school property, including a school bus, or while involved in school activities. Acts of school violence may be reported to legal authorities, to teachers and other school district employees with a need to know. Administrators will report felonious behavior (first- and second-degree murder, kidnapping, first and second-degree assault, forcible rape, forcible sodomy, first and second-degree burglary, robbery, distribution of drugs to a minor, first degree arson, voluntary manslaughter, involuntary manslaughter, sexual assault, felonious restraint, property damage, and possession of a weapon under the weapon provision of Chapter 571 of Missouri Revised Statutes to appropriate law enforcement agencies.
6. A principal will report to the superintendent and appropriate law enforcement agencies when any person is believed to have committed an act, which if committed by an adult, would be assault or sexual assault while on school property, school bus, or during school activities. The principal is also required to report to the superintendent and law enforcement agencies if a student is found to be in possession of a weapon or a controlled substance.
7. A teacher will report to the principal any acts of assault, or possession of a weapon or a controlled substance.
- * Any one of various objects used or intended to be used for fighting or creating violence.

STUDENT SUSPENSION

In-School Suspension

Administrative Procedures

The following guidelines will be observed:

1. Students will be assigned to a special class where they will be adequately supervised at all times. The in-school suspension teacher will see that each student has textbooks and class work assignments from his or her regular teachers.
2. A principal will notify the parents by telephone if their child has been placed in in-school suspension and will follow up this verbal notification in writing. Reasons for the in-school suspension will be given, and a conference may be scheduled prior to the student's readmission to regular class.
3. Additional conferences with the school counselor and/or principal (s) may be scheduled at the discretion of a principal.
4. Students may not participate in extra-curricular activities while they are under in-school suspension, but they will receive credit for work completed during the suspension period.
5. Copies of specific building regulations concerning procedures in the in-school suspension room will be given to the student when he enters the in-school suspension room.
6. Any disruptions in the in-school suspension room may result in additional disciplinary action.
7. Students must earn their way back into the regular classroom by following all in-school suspension rules and completing all assignments given to them to the satisfaction of the supervising teacher.
8. At the discretion of the building principal and whenever possible, the student will begin their ISS assignment at the beginning of the following school day.
9. If a virtual student is placed in ISS the student's discipline will be notated on their record and the student is still required to zoom into the classes.

Out-of-School Suspension

Administrative Procedures

The following procedures will be followed in any out-of-school suspension. When the term "student or parent/guardian" is used, this will mean student if he/she is 18 years of age or older; otherwise it will mean parent/guardian.

1. Notice. A principal, his designee, or superintendent at the time of contemplated action will

give the student or parent/guardian notice of the contemplated action. Such notice may be oral or in writing.

2. Student's Response. The student will be given an opportunity to admit or deny the accusation, and to give his version of the events.

Suspensions beyond ten (10) school days will require a suspension hearing. The hearing will be set by the Superintendent. The hearings will be informal and will involve the hearing officer, the building principal, the student and parent, and other school personnel (if needed). The purpose of the hearing will be to determine if the recommendation for additional days will be enforced, and if additional disciplinary measures should be imposed.

3. Out of school suspension greater than 10 days may be appealed to the Board of Education in accordance with Board Policy.
4. Students under suspension/expulsion are not allowed to be on or around any school campus in the district without the prior written consent of the Superintendent.
5. Students under suspension are not allowed to participate in or attend any extra-curricular activities sponsored by the school until they have attended classes on the first day after the suspension. Such activities include: basketball games, football games, dances, wrestling matches, concerts, club meetings, and other school sponsored activities.
6. Students suspended ten days or less out of school may be allowed to complete work for credit. Work must be turned in upon return date.
7. Students suspended out of school for more than ten days may be allowed to complete work for credit at the discretion of the school principal. The nature and requirements of some courses may make completion at home not feasible. School assignments will be provided in two week increments and new assignments may not be provided until prior work is submitted.
8. Re-admittance Conference - Students suspended for more than ten days will be readmitted only after a re-admittance conference has been held. Those involved in the conference will include the administrator, teacher, parent, student, and appropriate district personnel. The conference will be held to review the reason for suspension and remedial actions such as development of a behavior contract needed to prevent future occurrences.
9. Any virtual student that is removed from school for an out of school suspension should access their classroom work through the designated teachers google classroom and not resume zooming into the class until their suspension days have been met.

Note: Any student suspended for an act of violence, drug-related activity, or other specified offenses per the Safe Schools Act (state law) are prohibited from being within 1000 feet of school during his/her suspension.

The Re-Entry School (RES)

Under certain circumstances and at the discretion of the Superintendent, students may be allowed to complete out-of-school suspensions at the district's Re-Entry School. Attendance at the Re-Entry School is a privilege and thus, students may only be assigned to the Re-Entry School once per calendar year.

Notices and Policies

On the following pages, the City of St. Charles School District provides parents, students, staff, and community members with important information about federal and state regulations, as well as district policies and procedures.

A complete list of St. Charles' board policies and procedures may be found on its Web site:
<http://policy.msbanet.org/stcharles/>.

For more information, call our District office at 636-443-4000 or refer to our District website at
www.stcharles.k12.mo.us

District and building report cards are available on our District website via the link for State Report Card in the District tab in the left-hand column.

District Mission: The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

Annual Notification of FERPA Rights and Designation of Directory Information

The St. Charles R-VI School District complies fully with the Family Educational Rights and Privacy Act ("FERPA"). FERPA is a federal law that affords parents and students 18 years of age or older ("eligible students") certain rights with respect to the student's educational records. These rights are:

RIGHT TO INSPECT: Parents or eligible students have the right to inspect and review substantially all the student's educational records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school Principal a written request identifying the records to be inspected.

RIGHT TO PREVENT DISCLOSURES: Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in educational records to those instances when prior written consent has been given to the disclosure. However, upon request the District will disclose information to officials of other schools in which a student seeks or intends to enroll. The District may also disclose information under the provisions of FERPA which allow disclosure without prior written consent, or items of directory information of which you have not refused to permit disclosure.

The District will disclose information to school officials who have a legitimate educational interest in the records. School officials include: persons employed by the District, whether paid or unpaid, as an administrator, supervisor, instructor, or support staff member, including health or medical staff; persons elected to the School Board; person employed by or under contract to the District to perform a special task, such as an attorney, auditor, etc.; or persons who are employed by the District's law enforcement unit. School officials have a legitimate educational interest if the officials are:

performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus.

The St. Charles R-VI School District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA. The following information regarding students is considered **directory information**:

- the student's name
- photograph or other likeness
- age
- dates of attendance
- grade level
- enrollment status
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- honors and awards received

The District may disclose directory information for any purpose in its discretion without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school which the student attends.

In the event a notification of refusal is not filed, the District assumes that neither a parent of a student or an eligible student objects to the release of the directory information designated.

RIGHT TO REQUEST AMENDMENT: Parents or eligible students have the right to request that the District correct any parts of an educational record which you believe to be inaccurate, misleading or otherwise in violation of your rights. Parents or eligible students should clearly identify, in writing directed to the school principal, the part of the record sought to be corrected and specify why it is inaccurate or misleading. If the District decides not to amend the record, it will notify the parents or eligible student and provide information on the right to a hearing to present evidence that the record should be changed.

RIGHT TO COMPLAIN TO FERPA OFFICE: Parents or eligible students have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C., 20202-4605, concerning any alleged failure by the District to comply with FERPA.

MILITARY RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION: Upon request of military recruiters, the District is required to provide access to secondary students' names, addresses, and telephone listings. However, any secondary student or parent of a secondary student may request that the student's name, address, and telephone listing not be released without prior written consent of the parent. Requests that a student's name, address, and telephone listing not be released to military recruiters must be submitted, in writing, to the school Principal. The District is also required to provide military recruiters with the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of the students. (Board Policies JO-R, KI, and JHDA.)

Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information about students and families. These records must be kept confidential in accordance with law, but must also be readily available to district personnel who need the records to effectively serve district students.

The superintendent or designee will provide for the proper administration of student records in accordance with law, will develop appropriate procedures for maintaining student records and will standardize procedures for the collection and transmission of necessary information about individual students throughout the district. The building principal shall assist the superintendent in developing the student records system, maintaining and protecting the records in his or her building and developing protocols for releasing student education records. The superintendent or designee will make arrangements so that all district employees are trained annually on the confidentiality of student education records, as applicable for each employee classification.

Health Information

Student health information is a type of student record that is particularly sensitive and protected by numerous state and federal laws. Student health information shall be protected from unauthorized, illegal or inappropriate disclosure by adherence to the principles of confidentiality and privacy. The information shall be protected regardless of whether the information is received orally, in writing or electronically and regardless of the type of record or method of storage.

Directory Information

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. The school district designates the following items as directory information:

Students in kindergarten through high school and vocational school -- Student's name; parent's name; grade level; participation in school-based activities and sports; weight and height of members of athletic teams; honors and awards received; artwork or coursework displayed by the district; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

Parent and Eligible Student Access

All parents will have the right to inspect their child's education records as allowed by law. As used in this policy, a "parent" includes a biological or adoptive parent, a guardian or an individual acting as a parent in the absence of a natural parent or guardian. The district will extend the same rights to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally revoked. The rights of the parent transfer to the student once the student turns 18, or attends an institution of postsecondary education, in accordance with law.

If a parent or eligible student believes the education records related to the student contain information that is inaccurate, misleading or in violation of the student's privacy, he or she may ask the district to amend the record by following the appeals procedures created by the superintendent or designee.

The district will annually notify parents and eligible students of their rights in accordance with law.

Law Enforcement Access

The district may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in 20 U.S.C. § 1232g (b)(1)(E).

If the district reports a crime committed by a student with a disability as defined in the Individuals with Disabilities Education Act (IDEA), the district will transmit copies of the special education and disciplinary records to the authorities to whom the district reported the crime.

Law enforcement officials also have access to directory information and may obtain access to student education records in emergency situations as allowed by law. Otherwise, law enforcement officials must obtain a subpoena or consent from the parent or eligible student before a student's education records will be disclosed.

Children's Division Access

The district may disclose education records to representatives of the Children's Division (CD) of the Department of Social Services when reporting child abuse and neglect in accordance with law. Once the CD obtains custody of a student, CD representatives may also have access to education records in accordance with law. CD representatives may also have access to directory information and may obtain access to student education records in emergency situations, as allowed by law.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/14/1993

Revised: 01/14/1999; 01/10/2002; 08/11/2005; 09/13/2007

Cross Refs: BBFA, Board Member Conflict of Interest and Financial Disclosure

EFB, Free and Reduced-Cost Food Services

EHB, Technology Usage

GBCB, Staff Conduct

IGBA, Programs for Students with Disabilities

IGDB, Student Publications

IIAC, Instructional Media Centers/School Libraries

IL, Assessment Program

KB, Public Information Program

KBA, Public's Right to Know

KDA, Custodial and Noncustodial Parents

KI, Public Solicitations/Advertising in District Facilities

KNAJ, Relations with Law Enforcement Authorities

Legal Refs: §§ 167.020, .022, .115, .122, .123, 210.115, .865, 452.375, .376, 610.010 - .028, RSMo.

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

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

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

St. Charles School District, St. Charles, Missouri

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of*–

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

St. Charles R-VI School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys covered by this policy and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

(Board Policies JO-R, KI, and JHDA.)

**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)¹

**Missouri Department of Elementary and Secondary Education
Complaint Procedures for ESSA Programs
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2. Who may file a complaint?
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8. What happens if a complaint is not resolved at the local level (LEA)?

Complaints filed with the Department

4. How can a complaint be filed with the Department?
5. How will a complaint filed with the Department be investigated?
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Appeals

9. How will appeals to the Department be investigated?
10. What happens if the complaint is not resolved at the state level (the Department)?

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

Revised 4/17

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

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

9. **How will appeals to the Department be investigated?**

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

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

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

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to 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.

Information Under the No Child Left Behind (NCLB) Act of 2001

1. Parents have the right to request to know the professional qualifications of their child's instructor.
2. Parents must be given timely notification if their child is being taught for four or more weeks by a teacher who is not properly certified.
3. Parents must be given a variety of data concerning disaggregated test scores and teacher certification through the District's Annual Report.

No Child Left Behind (NCLB) Complaint Resolution Procedures

This complaint resolution procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLB). A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Elementary and Secondary (DESE) personnel. Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with any activity, program, or project operated under the general supervision of DESE may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted. The written, signed complaint must be filed and the resolution pursued in accordance with local district policy. The Board recognizes that situations of concern to parents/guardians or the public may arise in the operation of the District. Such concerns are best resolved through communication with the appropriate staff members and officers of the District, such as the faculty, the principals, the Superintendent, or the Board. For a complaint under this section, the following procedure should be followed:

1. Complaints concerning individual students should first be addressed to the teacher.
2. Unresolved complaints from (1), or complaints concerning individual schools, should be directed to the principal of the school.
3. Unresolved complaints from (2), or complaints concerning individual schools, should be directed to the Associate Superintendent for Curriculum and Instruction.
4. In the event the Associate Superintendent of Curriculum and Instruction is unavailable, or the complaint is not settled satisfactorily by the Associate Superintendent of Curriculum and Instruction, reports should instead be directed to the Superintendent.
5. If the complaint is not settled satisfactorily by the Superintendent, it may be brought to the Board of Education. The complaint must be submitted to the secretary to the Board in writing. The complaint will be brought to the attention of the Board, and, if necessary, a hearing will be scheduled to resolve the complaint. The decision of the Board of Education shall be final.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Elementary and Secondary Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, DESE may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of DESE may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by DESE itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or DESE personnel.

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.

2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.

3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.

4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

Consequences

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education (DESE).

Further information about Staff-Student Relations may be found on the District website in the Board Policies (*Board Policy GBH*)

Notice of Non-Discrimination

The St. Charles School District does not discriminate on the basis of race, color, national origin, sex, religion, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies and the district's grievance procedures.

Students Title IX

Assistant Superintendent of Human Resources

St. Charles R-VI School District

400 North Sixth Street
 St. Charles, MO 63301
Phone: 636-443-4005

Students- Americans with Disabilities Act/504

Director of Special Education

St. Charles R-VI School District
 400 North Sixth Street
 St. Charles, MO 63301
Phone: 636-443-4086

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the Superintendent.

Superintendent of Schools

St. Charles R-VI School District

400 North Sixth Street
 St. Charles, MO 63301
Phone: 636-443-4033
(Board Policy AC: critical)

Special Education/Early Childhood Special Education (Public Notice)

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The St. Charles School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/ intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The St. Charles School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

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

The St. Charles School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the District's Administration Center, 400 North Sixth St., St. Charles MO, 63301, Monday thru Friday between the hours of 7:30 am to 4:00 pm.
(Board Policy JHDA: Critical)

District and Statewide Assessment Program

The district will use assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the Superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, adjusting as necessary.

The St. Charles School District will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education.

The School Board authorizes the Superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent, guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

National Assessment of Education Progress

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law. *(Board Policy IL: critical)*

Notification of Human Sexuality Curriculum

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction. *(Board Policy IGAEB: critical)*

Rights of Homeless Children

The McKinney-Vento Homeless Assistance Act and subsequent amendments in 1990, 1994, 2001 and 2004 provide considerable protection for the educational needs of homeless children and youth in the United States. Subtitle B of Title VIII states that it is the policy of Congress that:

1. Homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth.
2. Residency requirements, practices or policies that may act as a barrier to enrollment will be revised to ensure that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
3. Homelessness alone should not be sufficient reason to separate students from the mainstream school environment.

4. Homeless children and youth should have access to the education and other services that such children and youth need to ensure that such children and youth have an opportunity to meet the same challenging state student performance standards to which all students are held.

School districts of each homeless child and youth are required to determine the child's best interest by either:

Continuing the child's education in the school of origin:

1. For the remainder of the academic year; or
2. In any case in which a family becomes homeless between academic years, for the following academic year; or:
3. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth resides are eligible to attend.

(Board Policy IGBCA: Critical)

Programs for English Language Learners (ELL) and Migrant Students

English Language Learners

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

The Board directs the district ELL coordinator to develop and implement language instruction programs that:

1. Identify language minority students through the use of a Student Home Language Survey (policy IGBH-AF1).
2. Identify language minority students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state provided assessment instrument.
3. Determine the appropriate instructional environment for ELL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

(Board Policy IGBH: critical)

Migrant Services (Title IC)

The Title IC program focuses on helping migrant children overcome the educational barriers that result from repeated moves, allowing them the opportunity to succeed in regular school programs.

When the district receives the "Certificate of Eligibility Form" from the Migrant Center, the district Executive Secretary for grants notifies the building principal, building counselor, ELL teacher, classroom teacher, and Food Services Director of the student's migrant status.

In the fall, each building receives a list of their current migrant students. When a building receives notification of a new migrant student, the name should be added to the building's migrant list that was sent in the fall. The district encourages migrant parents to play an enthusiastic role and have a voice in all aspects of their children's education through participation and increased understanding of school regulations and activities.

(Board Policy IGBCB)

Programs for the Disadvantaged

In order to meet its goal of providing appropriate educational opportunities for all students in the St. Charles School District, the Board of Education shall participate in the federal Title I program.

The board recognizes that when schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. It is the board's intent to establish partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children. The district will encourage Title I parents to be involved in supporting the education of their children in at least the following ways:

- Parents will be involved in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- The district will provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing parental involvement.
- The district will build the schools' and parents' capacity for strong parental involvement.
- The district will support the coordination and integration of Title I parental involvement strategies with those of other programs that include parent involvement by meeting with appropriate program coordinators at least once each year to plan such coordination and integration of parent involvement activities.
- The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents who are disabled, who have limited English proficiency, limited literacy or are of any racial or ethnic minority background.
- The district will use the evaluation findings in designing strategies for school improvement and in revising parental involvement policies and procedures at the district and building levels.

(Board Policy IGBC)

Free and Reduced Lunch Eligibility Guides

Information on free and reduced lunch eligibility guidelines is distributed to all students at the beginning of the year. Further information may be obtained by contacting your school office.

MO HealthNet for Kids Program

MO HealthNet for Kids provides healthcare coverage for children under age 19 whose family income falls within certain guidelines. Further information about eligibility, contact information, and application procedures may be obtained at:

<http://dese.mo.gov/sites/default/files/FreeandReduced-DirectCertbooklet2014-2015.doc>

Emergency Medications

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and asthma-related rescue medications that can be administered in the event of severe allergic reaction causing anaphylaxis or a life-threatening asthma episode. These medications will only be administered in accordance with written protocols provided by an authorized prescriber. The school principal will maintain a list of personnel trained in the proper administration of these drugs.

The school principal or designee will also maintain a list of students who cannot, according to their parents/guardians, receive epinephrine or asthma-related rescue medications. A current copy of the list will be kept with the devices at all times. For further policy on administration of medications to students, please see *Board Policy JHCD*.

(Board Policy JHCD)

Asbestos Notification

The city of St. Charles School District has implemented an asbestos management plan to be in compliance with the U.S. Environmental Protection Agency (EPA). The results disclosed the presence of asbestos in some locations in the school

district's buildings. These areas are currently being maintained to ensure all students and employees of the school district are provided a safe and ASBESTOS free environment. The inspections and the findings of these inspections are on file and available for public review at the facilities maintenance office at 2450 Zumbahl Road, St Charles, MO 63301 during normal working school hours (Monday-Friday 6:30am-3:00pm). The Director of Facilities is available to answer any questions you may have about asbestos in our buildings.

School Cancellation or Early Dismissal Notification

In the event of school cancellation or early dismissal that is not a scheduled occurrence, the public is notified via local television, the District website, and the Alert-Now phone system.

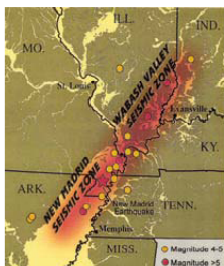


Earthquake Safety For Missouri's Schools

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.



A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to unreinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves? Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

Prepare a Home Earthquake Plan

- Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you.
- Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.
- Choose an out-of-town family contact.
- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.

Eliminate Hazards

- Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.
- Bolt bookcases, china cabinets and other tall furniture to wall studs.
- Install strong latches on cupboards.
- Strap the water heater to wall studs.

**Prepare a Disaster Supplies Kit for Home and Car**

- First aid kit and essential medications.
- Canned food and can opener.
- At least three gallons of water per person.
- Protective clothing, rainwear, and bedding or sleeping bags.
- Battery-powered radio, flashlight, and extra batteries.
- Special items for infant, elderly, or disabled family members.
- Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you'll need a professional to turn natural gas service back on.)
- Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

Know What to Do When the Shaking BEGINS

- DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.
- In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.
- If you are in bed, hold on and stay there, protecting your head with a pillow.
- If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.
- If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

- Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.
- Check others for injuries. Give first aid for serious injuries.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)
- Listen to the radio for instructions
- Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Use the telephone only to report life-threatening emergencies.

The information contained in the flier was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_00.html, Missouri State Emergency Management Agency website (<http://sema.dps.mo.gov/EO.htm>) and the Federal Emergency Management Agency website (<http://www.fema.gov/hazard/earthquake>). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455