

2024-2025

CLAYTON 101

School District of Clayton Handbook

Educate. Inspire. Empower.

It is the policy of the School District of Clayton not to discriminate on the basis of race, color, religion, socioeconomic status, gender, national origin, ancestry, disability, age, genetic information, or other personal characteristics in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. Behavior that is not unlawful or does not rise to the level of illegal discrimination or harassment might be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics. Accordingly, the District prohibits discrimination or harassment on the basis of sexual orientation, perceived sexual orientation or gender identity. Inquiries related to the District's employment practices should be directed to Dr. Tony Arnold, Assistant Superintendent of Human Resources, School District of Clayton, #2 Mark Twain Circle, Clayton, MO 63105 or by phone at 314-854-6012. Inquiries related to the District's student programs should be directed to Dr. Robyn Wiens, Ed.D., Assistant Superintendent of Student Services, School District of Clayton, #2 Mark Twain Circle, Clayton, MO 63105 or by phone at 314-854-6013. Inquiries or concerns regarding sexual harassment reports or civil rights compliance by school districts should be directed to Cameron Poole, Chief Officer of Equity, Inclusion and Accountability/Title IX Coordinator, #2 Mark Twain Circle Clayton, MO 63105 or by phone at 314-854-6018. Inquiries and complaints may also be directed to the Kansas City Office, Office for Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; 816-268-0550; TDD 877-521-2172.

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MISSION/VISION/CORE VALUES

Mission Statement

We inspire each student to love learning and embrace challenges within a rich and rigorous academic culture.

Vision Statement

We develop leaders who shape the world through independence, creativity and critical thinking.

Core Values

We model and promote

- **excellence** by challenging our students and ourselves to meet the highest expectations of our community.
- **trust** by building relationships based on integrity, mutual respect and open communication.
- **inclusiveness** by valuing individual differences and the contributions of a diverse student body and staff.
- **innovation** by encouraging ideas and practices that foster adaptability.
- **accountability** by aligning our actions and resources with our stated objectives and taking responsibility for the outcomes.

BOARD OF EDUCATION

Board of Education

The Board of Education meets one to two times per month at the School District of Clayton Administrative Center, #2 Mark Twain Circle. Prior to meetings, notices will be posted at the Administrative Center and other District facilities. To confirm meeting dates and locations, call 314-854-6000. Meetings are open to the public. School district residents and patrons are encouraged to attend. Highlights, video recordings and official minutes of past meetings can be reviewed online. Materials for Board meetings which are not working drafts or are non-confidential under the Sunshine Law will be available online via the District's website on the Monday prior to each meeting. Video files are archived at www.claytonschools.net/youtube. Persons wishing to contact the Board of Education may do so by calling the Superintendent's Office at 314-854-6017 or writing to #2 Mark Twain Circle, Clayton, MO 63105.

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2024-2025 Board of Education

To email Board of Education members type: FirstLast@claytonschools.net or call:

Position	Name	Phone	Term Expires
President	Stacy Siwak	314-614-9494	2025
Vice President	Kimberly Hurst	314-479-8115	2026
Secretary	Chris Win	314-363-9070	2025
Treasurer	Jason Growe	314-440-3453	2026
Director	Gary Pierson	314-276-3872	2026 (RES 8/14/24)
Director	D. Leo Human	314-479-4818	2027
Director	Dr. Pam Lyss-Lerman	415-377-3796	2027

Candidacy Eligibility

School board members serve a three-year term. Two director positions for a three-year term and one director position for a one-year term will be elected in April of 2025. To be eligible for Board of Education directorship, a candidate must be at least 24 years of age, a citizen of the United States and a resident taxpayer of the School District of Clayton who has resided in the district and Missouri for one year preceding the election.

Annual Elections

Filing for the Board of Education Election will begin on Tuesday, December 10, 2024, at 8 a.m. and continue through Tuesday, December 31, 2024 at 5 p.m. Qualified applicants for the Board must file for office in person during regular business hours (8:00 a.m. - 4:30 p.m.) at the Board of Elections Office, 725 Northwest Plaza Drive, St. Ann, MO 63074, during the filing period. On the last day of filing only, filing ends at 5:00 p.m.

Qualified candidates must present one acceptable form of identification that meets the Missouri voter identification standards, including

- Voter Identification Card
- Missouri Driver's License
- Birth Certificate
- Other form of certified or photo ID

The names of qualified candidates shall be placed on the ballot in order of filing, except for candidates who file a declaration of candidacy prior to 4:30 p.m. on the first day of filing. Each candidate filing on the first day shall draw a number at random at the time of filing. The Board of Elections office shall record the number drawn with the candidate's declaration of candidacy. The names of candidates filing on the first day of filing shall be listed in ascending order of the numbers so drawn and ahead of the names of candidates filing on a later date. The Board of Elections office is closed on official holidays.

CONTACT INFORMATION

Contact Information

The following list provides details on key areas within the District and how to contact the director or administrator responsible for each area.

Superintendent

The superintendent is the District's instructional leader and chief executive officer. The superintendent is responsible for the quality of the District's curriculum, educational programs and support systems, the management of the schools and the administration of all District policies and procedures.

It is the superintendent's responsibility to recommend policies to the Board of Education and, when adopted by the Board, implement, interpret and execute them. As the only employee hired and supervised by the Board, the superintendent provides leadership and counsel to the Board in the development of the District's mission and goals. Additionally, the superintendent provides professional support and advice on all matters considered at the Board table.

The superintendent is also responsible for the direct supervision of the following personnel:

- Assistant Superintendent of Teaching and Learning
- Assistant Superintendent of Human Resources
- Chief Communications Officer
- Chief Equity and Inclusion Officer
- Chief Financial Officer
- Chief Technology Officer
- Building Principals
- Executive Assistant to the Superintendent & Secretary to the Board of Education

To reach the superintendent, please contact:

Dr. Nisha Patel
Superintendent
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6017
nishapatel@claytonschools.net

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Teaching and Learning

Contact the Office of Teaching and Learning to obtain information regarding curriculum and instruction or programs for the District, or to ask questions about District goals, program evaluation, assessment and professional learning.

Dr. Milena Garganigo
Assistant Superintendent of Teaching and Learning
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6022
mlenagarganigo@claytonschools.net

Human Resources

The Human Resources Department provides leadership in the areas of recruitment, selection, orientation, development, retention and evaluation of all employees. The department is responsible for the implementation and administration of personnel policies and procedures, employee relations, student-teaching and tuition support. The Human Resources Department can answer questions regarding classified and certificated employment opportunities. For information on the Human Resources Department, contact:

Dr. Kelly Sollberger
Assistant Superintendent of Human Resources
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6039
kellysollberger@claytonschools.net

Student Services

The Student Services Department serves as a liaison to the Special School District for special education services. The department is also responsible for 504 compliance, student records management, gifted identification, homeless student program, school counseling program, health services program, the Personal Tuition Program, the Voluntary Student Transfer Program and all non-resident enrollment. For information on the Student Services Department, contact:

Guidance, Counseling, Social Workers, Gifted Identification, VTS Program, McKinney Vento, Student Discipline

Dr. Cameron Poole
Chief Equity and Inclusion Officer
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6018
cameronpoole@claytonschools.net

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Title IX Coordinator, Federal Programs, English Language Development, Field Trips,
Panorama

Dr. Milena Garganigo
Assistant Superintendent of Teaching and Learning
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6022
milenagarganigo@claytonschools.net

Special Education, Summer Programming

Dr. Kelly Sollberger
Assistant Superintendent of Human Resources
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6039
kellysollberger@claytonschools.net

Attendance

Jeff Puls, CETL
Chief Technology Officer
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6003
jeffreypuls@claytonschools.net

Health Services, Parent and Community Partnerships, All-In Coalition

Luke Heitert
Chief Communications Officer
District Safety and Security Coordinator
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6015
lukeheitertl@claytonschools.net

Student Services Policy Updates

John Brazeal
Chief Financial Officer
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6024
johnbrazeal@claytonschools.net

Equity and Inclusion

The Chief Equity and Inclusion Officer holds an essential role in ensuring diversity, equity, and inclusion are, and remain, at the center of the work we do at the School District of Clayton. From managing the strategy around staff development related to issues of equity, anti-bias, and anti-racism to consulting on major initiatives from teaching and learning to school operations and youth development, this person will serve as a trusted advisor to many leaders in the District.

Dr. Cameron Poole
Chief Equity and Inclusion Officer
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6018
cameronpoole@claytonschools.net

Business and Finance

The Office of Business and Finance is responsible for managing the District's financial operations. These activities include the development of the District budget, accounting and financial reporting, payroll, employee benefits, facility operations and improvements, school lunch programs, workers' compensation, property and liability claims, and tuition billing.

John Brazeal
Chief Financial Officer
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6024
johnbrazeal@claytonschools.net

Communications

The Office of Communications is responsible for community engagement, media relations, District publications, crisis management and communication, management of the District website, development of the District's master calendar and a number of special events throughout the year. The Office of Communications can provide information on District and community groups and their activities. The Chief Communications Officer also serves as the District's Safety Coordinator. Any media personnel wishing to obtain information on the District should contact the Office of Communications.

Luke Heitert
Chief Communications Officer
District Safety and Security Coordinator
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6015
lukeheitertl@claytonschools.net

Technology

Contact the Technology Office with inquiries regarding District technology systems, technology policies and general technology issues, core data reporting, data management systems, telephones and resident enrollment questions.

Jeff Puls, CETL
Chief Technology Officer
Administrative Center
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6003
jeffreypuls@claytonschools.net

Facility Services

Facility Services is responsible for facility safety and maintenance (including The Center of Clayton), construction/renovation of District facilities, grounds maintenance, warehouse, shipping and receiving and bus schedules. Facility Services can also provide information on the rental and use of District facilities.

James Brennell
Director of Facility Services
Facility Services
305 North Gay Avenue
Clayton, MO 63105 • 314-854-6961

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jamesbrennell@claytonschools.net

Custodian of Records

The custodian of records for the School District of Clayton is responsible for responding to requests for District records. The Board of Education has appointed the District's Executive Assistant to the Superintendent as the custodian of records. Requests for records should be directed to:

Heike Janis
Executive Assistant to the Superintendent
School District of Clayton
#2 Mark Twain Circle
Clayton, MO 63105 • 314-854-6017
heikejanis@claytonschools.net

Contacting District Staff

Use the following format to email teachers, building principals or District staff:

FirstLast@claytonschools.net
Example: John Smith
johnsmith@claytonschools.net

Please note, the person may be using his/her full name, a nickname or a shortened version of his/her name (e.g. Mike for Michael). Email addresses and voicemail information may also be found online at claytonschools.net through the online staff directory.

District Website and Social Media

claytonschools.net
facebook.com/claytonschools
twitter.com/claytonschools
instagram.com/claytonschoolsdistrict

NOTICE OF NON-DISCRIMINATION

Notice of Non-Discrimination

It is the policy of the School District of Clayton not to discriminate on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information, or other personal characteristics protected by law, in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

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Behavior that is not unlawful or does not rise to the level of illegal discrimination or harassment might be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics. Accordingly, the District prohibits discrimination or harassment on the basis of sexual orientation, perceived sexual orientation or gender identity. This pertains to Policy ACIB: Educational Equity as well. We define Educational Equity as creating and/or eliminating policies, systems, and practices in schools that impact the experiences, outcomes, and access to resources for students experiencing inequities.

Inquiries related to the District's employment practices should be directed to Assistant Superintendent of Human Resources Dr. Kelly Sollberger, School District of Clayton, #2 Mark Twain Circle, Clayton, MO 63105 or by phone at 314-854-6039. Inquiries related to the District's student programs should be directed to Cameron Poole, Chief Equity and Inclusion Officer, School District of Clayton, #2 Mark Twain Circle, Clayton, MO 63105 or by phone at 314-854-6018.

Inquiries or concerns regarding civil rights compliance or possible violations of Policy ACIB: Educational Equity by school districts should be directed to Cameron Poole, Chief Equity and Inclusion Officer, #2 Mark Twain Circle Clayton, MO 63105 or by phone at 314-854-6018. Inquiries and complaints may also be directed to the Kansas City Office, Office for Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; 816-268-0550; TDD 877-521-2172.

HOME/SCHOOL COMMUNICATION & SHARING YOUR CONCERNS

Home/School Communication

An important priority of the School District of Clayton is to establish an atmosphere of open communication between a child's home and those professional staff members closest to the child. Parent-teacher conferences are encouraged as early as possible when a concern becomes apparent. Under no circumstances should parents feel that honest concerns, openly expressed, will result in unfair reprimand, recrimination or penalty to a student.

Sharing Your Concerns About Clayton Schools

The School District of Clayton believes that positive two-way communication with members of the Clayton school community is a vital component to achieving the District's goals. The District is committed to providing an open environment for individuals to voice their complaints and concerns with the goal of providing parents and patrons with the opportunity to have their concerns addressed appropriately and in a timely manner. This page summarizes the steps that can be taken to ensure easy, consistent and effective communication for parents and staff whenever an issue arises in Clayton's schools. The District welcomes feedback regarding any Clayton staff member and any District or school activity, but asks individuals to respectfully follow the procedures outlined below when looking to resolve their concerns. Use the questions

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listed on this page as a way to help clarify your concern and guide you to the appropriate person with whom to share your thoughts.

What type of concern do I have?

Identifying the earliest point at which your concern began will give you an idea of where to begin.

- Classroom or Learning Situation (start with a teacher or principal)
- District Policy or Procedure (start with a District administrator)
- Curriculum Related (start with a principal or curriculum coordinator)
- Activities/Athletics (start with a coach or supervisor)
- Programs/Services (Kid Zone, food service, etc.) (start with the program's director)

Who is the best person to contact?

Identify the person who is closest to or most involved in your concern and start there. It is important that sharing a concern starts at the teacher/building/program level and progresses from that point. A typical progression, should you need to take your concern to each person's immediate supervisor, could look something like this:

- Teacher/Coach/Counselor/Case Manager
- Principal/Athletic Director
- District Administrator (Assistant Superintendent, Chief Officer or Director)
- Superintendent
- Board of Education

What do I need to do when I raise a concern?

Keep these steps in mind as you prepare to share a concern.

1. Contact the person closest to the problem or issue first.
2. Specifically state your concern or problem.
3. Provide suggestions or recommendations for resolution.
4. If you need to move on to someone else, keep track of whom you've previously approached, when you approached that person and his/her response.
5. Understand that if a concern is about a specific individual, the concern is nearly impossible to resolve without involving that person in the conversation.
6. Assume good will and be patient. Problems cannot always be solved as quickly as we would like. However, the District will work as expediently as it can to address any issue or concern.

What should you expect after you raise a concern?

- Your conversations will be treated with discretion.
- Your concern will be heard without fear of retribution.
- Your concern will be acknowledged within two to three working days.
- A formal response should take no longer than two weeks.
- If your issue cannot be resolved within a reasonable amount of time, the District will clearly outline a timeline for resolving your problem.

HEALTH INFORMATION & STUDENT ILLNESS GUIDELINES

Health Information

Missouri state laws and regulations require that all students be in compliance with immunization regulations. Parents/Guardians must provide the school with the immunization record by the first day of school attendance. Any student who is not fully immunized or properly exempted will not be allowed to enter school.

Immunization Exemptions:

1. Students may be exempt from immunization for medical reasons by placing a Physician's Medical Exemption form on file with the child's school. This form must be signed by a licensed doctor of medicine or doctor of osteopathy certifying that either the immunization would seriously endanger the child's health or life OR the child has documentation of laboratory evidence of immunity to the disease(s).
2. Religious beliefs
3. Immunizations In Progress: Students who are incompletely immunized may continue to attend school as long as they have begun the series and satisfactory progress is accomplished in the prescribed manner as outlined in the Missouri Immunization Schedules. A Department of Health form must be on file. Failure to meet the next scheduled appointment constitutes noncompliance with the school immunization law.

Students' medical information is confidential. Information would only be shared with teachers or administrators for the educational benefit and/or safety of the student. Examples of possible information shared include an Emergency Care Plan and/or an Individualized Health Plan. A parent may request health information be shared on their child.

Student Physicals

Physicals are requested for students in kindergarten, grades three, six and nine, and students new to the District. Sports physicals of secondary students are required yearly before the start of practice. Physicals completed after Feb. 1, 2024, will remain valid through the current school year (through the end of June 2025).

Student Medication

With the exception of students in special education programs or those with Section 504 Accommodation Plans, the District is not obligated to supply or administer medication to students. However, the District recognizes that some students may require medication for chronic or short-term illness during the school day to enable them to remain in school and participate in their education.

The administration of medications, including over-the-counter medications, are nursing activities that are the responsibility of the school nurse or person delegated to do so by the nurse.

The administration of over-the-counter drugs does require a prescription. Administration of over-the-counter drugs must be in accordance with the directives provided by the authorized prescriber and the directions outlined on the manufacturer's label and pursuant to established District administrative procedures. For the administration of prescription medications, the prescription label may be considered an equivalent of the physician's or authorized prescriber's written order for medication administration. A written request by the parent/guardian will be required prior to administering medications. The District will not administer the initial dose of any new medication except in an emergency. The school nurse or designee must maintain thorough documentation of all medications administered.

With parent/guardian permission, Acetaminophen (e.g. Tylenol), Ibuprofen (e.g. Advil) and Benadryl may be administered per the standing orders of the District's consulting physician.

An authorized prescriber may recommend that an individual student with a chronic health condition, such as asthma or other potential life-threatening respiratory illnesses, assume responsibility for his or her own medication as part of learning self-care. These students may self-administer medications, such as through the use of a metered-dose inhaler, provided that the conditions set forth in state law have been met.

Student Illness Guidelines

Attendance is encouraged unless one of the following exists:

- Fever – Students with a temperature of 100 degrees Fahrenheit or above should not attend school. Students must be fever free for 24 hours without the aid of medication before they may return to school.
- Conjunctivitis/pinkeye – Students with red, watery eyes, with or without purulent drainage, must remain at home until three doses of antibiotic eye drops have been administered and eyes are clear of purulent discharge.
- Impetigo – This condition is highly contagious and requires treatment. Unless under the care of a healthcare provider, the student may not attend school.
- Head lice – A student who is found to be infected with live head lice shall be referred to the parent/guardian for treatment. After the student has been treated, the student may be readmitted to school upon inspection by the school nurse or their designee.
- Pinworms – This condition is easily transmitted and requires treatment before attending school.
- Vomiting/diarrhea – If a student has vomited or had diarrhea during the night or just before school, he/she should not attend. Students should remain at home until symptom free and able to tolerate regular food.

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- Sore throat – A sore throat may require medical attention to determine if a strep infection is present and an antibiotic is needed. If a throat culture is done, students should remain at home until results are known. If the culture is positive, students may return to school after 24 hours of antibiotics, if no fever is present.
- Rash – A student with a rash may be excluded until the cause of the rash has been determined. A physician's note may be required for re-admission to school.
- Ringworm of scalp and skin – Students will be excluded from school until effective treatment is started. This may require a physician's note.
- Runny nose – If drainage is profuse and not clear, students should remain at home until symptoms improve.
- Cough – A cough following a cold is not necessarily contagious and may be prolonged. If the cough is croup or is productive with non-clear discharge, students should remain at home until symptoms improve.
- Chickenpox – Students are excluded until all lesions have been crusted and there are no new lesions, generally day six after onset of the rash.

District policy is that any student too ill to attend the morning session should remain at home for the entire day.

Please report any communicable disease such as strep throat, chickenpox, etc. to the school nurse for the protection of the entire building. If you have any questions about your child's attendance at school, contact your school nurse.

For additional health information, forms and other resources, visit the District's Health Services web page at claytonschools.net/healthservices.

FOOD ALLERGY MANAGEMENT POLICY

Food Allergy Management Policy

With the safety of all students in mind, Clayton's Food Allergy Management Policy is centered on restricting the presence of peanuts and tree nuts and products containing peanuts and tree nuts. Tree nuts include, but are not limited to:

Almonds	Coconut	Pecans
Brazil nuts	Filberts	Pine nuts
Bush nuts	Ginkgo nuts	Pistachios
Butternuts	Hazelnuts	Shea nuts
Cashews	Hickory nuts	Walnuts
Chestnuts	Macadamia nuts	

In grades K-12, the District is not restricting products that may have been produced in a facility where peanuts or tree nuts may have been processed or present.

Key elements of the District's Food Allergy Management policy include:

District-Wide (K-12)

- No peanuts or tree nuts or products containing peanuts or tree nuts may be brought into classrooms for any purpose. The restrictions apply, but are not limited, to:
 - Snacks, including snacks for events such as classroom parties, birthdays, etc.
 - Any other items brought into the school by students, parents, patrons, vendors or others.
- No peanuts or tree nuts or products containing peanuts or tree nuts will be served in the school cafeterias.

The policy also contains changes that are grade-level specific. Provisions listed on the following page are in addition to the District-wide (K-12) restrictions.

NOTE: The policy restricts peanuts and tree nuts and products containing peanuts and tree nuts. The restricted food items are referred to as “nuts” in this text.

Grades K-2

- Students may not have nuts in their lunches or classrooms.
- To provide an extra measure of protection, the cafeteria will have a designated nut-restricted table, which will be specially cleaned following each use. Students with known nut or tree nut allergies are required to sit at this table, unless the parents request otherwise.

Grades 3-5

- Students may have nuts in their lunches to be consumed only in the cafeteria during lunchtime.
- To provide an extra measure of protection, the cafeteria will have a designated nut-restricted table, which will be specially cleaned following each use. Students with known nut or tree nut allergies are required to sit at this table, unless the parents request otherwise.

Wydown Middle School

- Students may have nuts in their lunches to be consumed only in the cafeteria during lunchtime.
- To provide an extra measure of protection, the cafeteria will have a designated nut-restricted table, which will be specially cleaned following each use. Students with known nut or tree nut allergies are required to sit at this table, unless the parents request otherwise.

Clayton High School

- Students may have nuts in their lunches to be consumed only in the cafeteria.

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- No nuts will be served in the cafeteria – with the exception of specific vending machines and à la carte items that meet the following requirements: À la carte and vending machine items that do contain nuts may be sold if they are individually packaged with the ingredients clearly marked and displayed with signage warning that some of the items contain potential food allergens and that cross contamination may occur.
- Students with known nut or tree nut allergies are not required to sit at a nut-restricted table, unless the student's parents and physician request otherwise.

Additional accommodations may be implemented to meet the medical needs of an individual's student health plan. Download the full Food Allergy Management policy at claytonschools.net/foodallergies.

RESIDENCY POLICY

Residency Policy

Admission of Resident Students

Children who live with a parent or legal guardian who physically resides and whose domicile is within the boundaries of the School District of Clayton may enroll in the District's schools without charge. A family's domicile is defined as its primary, fixed and permanent residence for legal purposes. To enroll a child as a resident student, families must provide at least two documents to prove their domicile is within the District.

Proof of residency documents must include one of the following:

- Property deed in your name or recent mortgage statement
- Current lease/rental agreement (signed by landlord and tenant)

In addition, we will need one of the following:

- Real estate tax receipt
- Current gas or electric utility bill (name and address must be included)
- Occupancy permit which lists all the occupants of the residence (when applicable)

Regardless of the documents that may be available, simply owning or renting property within District boundaries does not establish residency; the primary criterion is where the family actually lives. The District has the right to request additional proofs at any time or to employ other means to verify residency. Under Missouri law, misrepresenting residency is a misdemeanor. If a family's residency status changes or is found to be inaccurately represented, the District may act to recover the cost of services provided.

Additional ways to access the District's schools include the tax credit program, placements for children of employees, and the personal tuition program. The voluntary transfer program is no longer accepting new students. Visit claytonschools.net/enrollment for more information.

Exceptions

The residency provisions of this policy are not applicable to voluntary transfer students. In addition, the residency provisions do not apply to homeless students, unaccompanied youth, students with only one parent living, wards of the state, students placed in a residential care facility due to mental illness or developmental disability, students placed in a residential facility by a juvenile court or students attending regional or cooperative alternative education programs providing that the student lives within the District and is unable to pay tuition. Non-resident children of full-time School District of Clayton employees may attend District schools without payment of tuition. These exemptions are expressly established by state law.

Students of Non-resident Teachers and Regular Employees

Non-resident students of full-time District teachers or full-time District employees may be permitted to attend school without payment of tuition. Such students will be considered to be “resident” students for purposes of state aid. MSHSAA regulations limit participation of non-resident high school students in extracurricular activities.

Admission of Non-Resident Students

For the most up-to-date information about the enrollment of non-resident students in the School District of Clayton, including employees’ children, and personal tuition students, visit claytonschools.net/enrollment.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Pupil Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

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

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record they believe is inaccurate. They should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information

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regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or

medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

PROTECTION OF PUPIL RIGHTS AMENDMENT

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding the conducting 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 in whole or in part is a program of the U.S. Department of Education (E.D.) –

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.

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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.

The School District of Clayton has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. The School District of Clayton will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- 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 E.D.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520. Questions or requests may be addressed to a Student Services representative at 314-854-6023, #2 Mark Twain Circle, Clayton, MO 63105.

REVIEW OF STUDENT RECORDS

Review of Student Records

The Family Rights and Privacy Act of 1974 provides parents the right to inspect and review their child's educational records. This right is also available to divorced or separated parents unless this right has been restricted by court order. Students who are 18 years of age or older and

students attending post-secondary institutions have access to their records and may be responsible for consent. However, the consent rights of students with disabilities may be curtailed or denied depending on the type and severity of the disability

Access to school records is generally only permitted when consent is given by the parents or by an eligible student (18 years of age or older). Exceptions to the consent requirements do exist.

Educators with legitimate educational interests and certain other organizations, as outlined in the law, may have access to a child's record without obtaining consent.

The District has determined that the Voluntary Interdistrict Choice Corporation (VICC) and its officers, employees and agents are school officials with legitimate educational interests because they act for and on behalf of the District with respect to transfer students and the transfer program, and because they seek to advance the interests of both. A transfer student's attendance records and other educational records relevant to the student's participation in the program or the program itself may accordingly be disclosed to VICC without obtaining written consent from the parent/guardian or eligible student.

RELEASE OF DIRECTORY INFORMATION

Release of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School District of Clayton, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples of such publications include:

- District publications, websites, mobile apps or social media platforms
- Student work, including art, research projects, student writing and other assignments
- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and

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- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

The School District of Clayton has designated the following information as directory information: *Student's name; date of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.*

The District has designated the following information as limited directory information:

- The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

"Limited directory information," along with a student's name and parents' names, can be disclosed to the following individuals or groups without a parent's prior written consent: parent groups or booster clubs that are recognized by the Board of Education and are created solely to work with the district, its staff, students and parents and to raise funds for district activities; parents of other students enrolled in the same school as the student whose information is released; students enrolled in the same school as the student whose information is released; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services.

SEXUAL HARASSMENT

Sexual Harassment of Students Policy

The School District of Clayton is committed to providing a working and learning environment free from intimidating, hostile or offensive behavior; thus, sexual harassment is strictly prohibited in the District. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature by anyone—employees, students or others. This definition includes, but is not limited to, both overt and subtle types of harassment such as uninvited letters, telephone calls, looks, gestures, touching, teasing, jokes, remarks and questions of a sexual nature. Further prohibited is any uninvited pressure for dates, explicit or implicit suggestion of sexual favors as a condition of employment or academic status or attempted or actual sexual assault. The Sexual Harassment of Students Policy is

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further detailed in Board Policy AC - Prohibition against Discrimination, Harassment and Retaliation.

Administrative personnel have the direct responsibility of setting the expectations that sexual harassment does not occur. Those who witness or who are the victims of sexual harassment shall immediately notify the proper authority. For students, that authority is the teacher of the class where it occurred or the principal. For employees and others, the authority is their immediate supervisor. If the offender is that person, the next level administrator is informed.

The teacher, supervisor or administrator receiving such a complaint shall discreetly investigate the allegation, including an interview with the accused person, and transmit a full, written report to the superintendent as soon as possible. Persons who are the accused in a complaint shall not supervise or conduct such an investigation. The superintendent shall conduct further investigation of the incident as necessary and, if substantiated, shall take disciplinary action up to and including dismissal/expulsion of the offender.

Those who report harassment shall be free of any retaliation. Employees or students who believe their complaint has not been satisfactorily resolved may utilize the grievance procedure outlined in Policy AC - Prohibition against Discrimination, Harassment and Retaliation.

Publications disseminated to employees or students will inform them of this policy.

Sexual Harassment of Staff Policy

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

Sexual harassment is a form of discrimination on the basis of sex. Sexual harassment is unwelcome conduct that occurs when:

- benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or
- the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex.

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment.

Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation, perceived sexual orientation or gender identity.

Additional information prohibiting discrimination, harassment and retaliation in the workplace and educational environment is detailed in Board Policy AC.

Sexual Harassment Under Title IX

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

It is the policy of the School District of Clayton to maintain a learning and working environment that is free from discrimination on the basis of sex in the educational programs, activities, and vocational opportunities offered by the District. The provisions of Title IX extend not only to students with regard to educational opportunities and freedom from harassment, but also to employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the District does business.

It is a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It is also a violation of this policy for students to harass other students through conduct or communication of a sexual nature. It is a violation of this policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision. Sexual harassment includes sexual assault, dating violence, domestic violence, and stalking, as unlawful discrimination on the basis of sex.

Any person who alleges sexual harassment by a district employee, student, or volunteer may issue a complaint directly to a building principal or the District Title IX Compliance Coordinator. It is the duty of the district to respond when any district stakeholder reports a notice of sexual harassment. If an investigation substantiates the allegation of sexual harassment/discrimination, disciplinary action commiserate with the severity of the violation will be taken. Supportive measures will be offered to parties included in the complaint as needed. The District is required to offer an equal right of appeal for both parties to a Title IX proceeding.

Additional information regarding Title IX in the workplace and educational environment can be found in Board Policy ACA.

District Title IX Compliance Coordinator

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Milena Garganigo, Assistant Superintendent of Teaching and Learning
School District of Clayton
#2 Mark Twain Circle
Clayton, MO 63105
(314) 854-6022
milenagarganigo@claytonschools.net

STUDENTS WITH DISABILITIES

Under The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the School District of Clayton is prohibited from discriminating against students on the basis of a disability. Clayton provides a free and appropriate public education to each student within its jurisdiction regardless of the nature or severity of the disability. The School District ensures that students who need or are believed to need special education or related services will be identified, evaluated and provided with appropriate educational services. Students whose disability qualifies them for special education under IDEA are eligible for services from the Special School District of St. Louis County (SSD). IDEA requirements are fulfilled by SSD with cooperation and assistance from the School District of Clayton.

Section 504 also stipulates that students with disabilities have the right to participate in school-sponsored extracurricular programs and activities to the maximum extent appropriate to their needs.

Under Section 504 and IDEA, students with disabilities have the right to be placed in the least restrictive educational environment. To the maximum extent appropriate for the needs of the student, the District will educate students with disabilities within their regular school program.

Students with disabilities and their parents have a number of rights and protections. Questions or requests for assistance or information about services for students with diagnosed or suspected disabilities should be directed to the student's school counselor or Chief Officer of Equity and Inclusion Dr. Cameron Poole, 314-854-6018, #2 Mark Twain Circle, Clayton, MO 63105.

SPECIAL EDUCATION NOTICE

Special Education 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 non-resident children attending private schools; highly mobile children, such as migrant and homeless children; and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Special School District of St. Louis County (SSD), in partnership with the School District of Clayton, assures that a free, appropriate public education (FAPE) is provided to all eligible children with disabilities between the ages of 5 and 21 under their jurisdiction. The School District of Clayton provides Early Childhood Special Education.

Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

SSD, in partnership with the Component Districts, 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's First Steps Program.

SSD, in partnership with the Component Districts, assures that personally identifiable information collected, used or maintained by the districts for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/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).

SSD has developed a local Compliance Plan for implementation of State Regulations for the Individuals with Disabilities Education Act - 2004 (IDEA-2004). This plan and Board policies contain the District's procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the District's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan and the School District of Clayton's local Compliance plan are available for public review in the Office of the Superintendent during regular school hours on days school is in session.

DISABILITY ACCOMMODATION

Disability Accommodation

The School District of Clayton will provide those who have a disability, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, with equal opportunity to access school/District activities. Please contact Chief Officer of Equity and Inclusion, Dr. Cameron Poole, 314-854-6018, with any questions or to make arrangements related to a disability.

EVERY STUDENT SUCCEEDS ACT

Every Student Succeeds Act - Notice to Parents and Guardians

The School District of Clayton is required to inform you of certain information that you, according to the Every Student Succeeds Act, have the right to know. Upon your request, the District is required to provide to you, in a timely manner, the following information: (1) Whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. (2) Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived. (3) Whether your child is provided services by paraprofessionals and, if so, their qualifications. (4) What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher and the field of discipline of the certification.

In addition to the information that parents may request, the District must provide each individual parent with information on the achievement level of the parent's child in each of the state academic assessments as required under this part and timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures

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

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs General Information

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

- A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
- 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:

- Record. A written record of the investigation will be kept.
- Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
- Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
- 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.
- 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).
- 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?

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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.

1 Programs include Title I. A, B, C, D, Title II, Title III, Title IV.A, Title V Revised 4/17

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

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.

TITLE I FUNDING

Title I is a federal program providing funds to school districts and schools with high percentages of children who are considered disadvantaged. Its overall purpose is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic achievement standards and assessments. Our building will be receiving Title I funds in 2023-2024.

The School District of Clayton is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know. Upon your request, the School District of Clayton 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.

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- 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.

In 2023-2024, Glenridge Elementary School and Wydown Middle School will receive Title I funds. For more information about this federal program, please contact a Student Services representative at 314-854-6023, #2 Mark Twain Circle, Clayton, MO 63105.

STUDENT DISCIPLINE & PHILOSOPHY OF EDUCATION/DISCIPLINE

Student Discipline

All policies may be reviewed on the District's website at claytonschools.net. Please contact Chief Officer of Equity and Inclusion Dr. Cameron Poole at 314-854-6018 with questions regarding the District's discipline policies.

The School District of Clayton is committed to providing a safe learning environment for all of its students. In support of this commitment and in compliance with state and federal guidelines, the Board of Education has adopted policies that address safety, discipline, sexual harassment and the use of tobacco, alcohol and other drugs in the District's schools. These policies and associated procedures are observed in each of our schools. They serve as guidelines for the behavioral expectations of all students in the District and outline responses when expectations are not met.

Philosophy of Education and Discipline

The Board of Education believes that discipline is a learning process that enables students to make decisions and solve problems in a manner that is respectful of both students and adults. We believe that each student is unique and has the potential for making positive contributions to society. We believe that while learning the need for and the value of working in groups, individuals will also come to know and to appreciate their own worth and that of others. The School District of Clayton services many age groups whose rights and responsibilities differ according to their levels of maturity. We believe that by accepting and fulfilling appropriate responsibilities, individuals will come to value resultant privileges. Students must be given opportunities to accept responsibilities within the parameters set by those in authority.

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Therefore, we commit ourselves in a cooperative effort with students, parents, community, law enforcement officials, family court and school personnel to provide an atmosphere that will allow students to:

- Be accountable for their actions and realize that privileges imply responsibilities.
- Acquire the values and attitudes necessary for responsible citizenship.
- Display a positive attitude toward learning and the school environment.
- Know and follow the rules of the school community and use appropriate channels to solve problems.
- Demonstrate appreciation for the dignity, uniqueness and integrity of all people.
- Develop a sense of responsibility to groups in which they participate.
- Accept the decisions of those in authority.

The District shall hold students accountable for conduct which impairs good order and discipline in the schools or which impairs the morale or good conduct of pupils. We believe that our schools must provide a safe and orderly environment in which students demonstrate respect for property and learning is not jeopardized by disruptions.

Principals, subject to appropriate due process procedures, may summarily suspend any student for up to ten (10) school days for violation of these policies, rules and procedures. Notice of suspension shall be given immediately to the parent or guardian and to the superintendent. The superintendent may suspend a student for up to 180 school days; however, expulsion of students is a function only of the Board of Education. (Refer to [Policy JGD](#) - Student Suspension and Expulsion.)

The Board authorizes the immediate removal of a student upon a finding by a principal, superintendent or Board that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures set forth for suspensions. (Refer to [Policy JGD](#) – Student Suspension and Expulsion.)

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

The comprehensive discipline policy of the District is composed of this policy and all subcoded policies. This includes, but is not limited to, the following policies and regulations:

- [Policy JG](#) and regulation JG-R – Student Discipline
- Policy JGD – Student Suspension and Expulsion
- Policy JGA – Corporal Punishment (Prohibited)
- Policy JGE – Discipline of Students with Disabilities

- Policy JGF – Discipline Reporting and Records

A copy of the District's comprehensive discipline policy will be provided to every student and parent or guardian of every student at the beginning of each school year. It will also be available in the superintendent's office during normal business hours.

STUDENT CODE OF CONDUCT

Student Code of Conduct

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or board of education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This regulation shall not preclude any student being afforded his or her due process rights as outlined under the Constitution or Missouri statutes. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off district property. The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

Levels of Misconduct

For the purpose of this regulation, student misconduct is separated into three levels:

Level I: Level I misconduct is classified as minor and irresponsible misbehavior on the part of the student that impedes orderly classroom procedures or interferes with the orderly operation of the school. Misbehaviors at this level can usually be handled by the teacher or the staff member who observed the misbehavior. Sometimes these misbehaviors shall require the intervention of other school personnel.

Level I Disciplinary Response Procedures

Intervention by the teacher or staff member who is supervising the student or who observed the misbehavior.

1. Parent/Teacher conference; conference with the counselor and/or administrator may be required for repeated misbehavior.
2. Detention/In-School Suspension of 1-3 days.

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Level II: Level II misbehavior is classified as misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school, including acts directed against persons or property and acts that indicate defiance. These behaviors may result from the continuation of Level I misbehaviors. Also included in this level are misbehaviors that may require corrective action because of serious education consequences. Misbehaviors at this level are usually handled by the intervention of administrative personnel.

Level II Disciplinary Response Procedures

Student is referred to an administrator for further action.

1. Administrator meets with student and/or teacher to give the student an opportunity to respond to the allegation.
2. Notification of law enforcement will take place when applicable.
3. Parent conference may be held.
4. Student may be removed from class or have a schedule change.
5. Student may be placed on a behavior contract.
6. Student may be referred to an outside agency.
7. In-school suspension up to ten days.
8. Out-of-school suspension up to ten days with possible recommendation to assistant superintendent for more serious offenses.

Level III: Level III misconduct is classified as acts that result in violence to another person or to property or that may pose a direct threat to the safety or welfare of others in the school. These acts are serious violations of the district's discipline policy, and many are unlawful. Level III misbehavior will require administrative actions that may result in the immediate removal of the student from school and notification to law enforcement authorities. Action by the Board of Education shall be required in, but not limited to, the following instances: 1) on those disciplinary actions that result in greater than 180-day suspension or expulsion from school; and 2) to hear appeals of long-term suspensions; i.e., suspension of 10-180 days.

Level III Disciplinary Response Procedures

1. Out-of-school suspension 1-180 days
2. Expulsion from the District
3. Referral to law enforcement

Missouri Safe Schools Act Exclusions

The district is authorized to exclude students in accordance with the Safe Schools Act when the student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction. The board may suspend such students after a hearing in accordance with law.

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The district is prohibited from readmitting or enrolling to a regular program of instruction any student who has been indicted on, charged with or convicted of one of the specific crimes listed below, or a petition has been filed or adjudicated in juvenile court involving one of the specific crimes listed below. The district shall exclude such students from school or from the general education environment after appropriate due process.

The specific crimes requiring exclusion include:

1. First-degree murder under § 565.020.
2. Second-degree murder under § 565.021.
3. First-degree assault under § 565.050.
4. Rape in the first degree under § 566.030.
5. Sodomy in the first degree under § 566.060.
6. Statutory rape under § 56032.
7. Statutory sodomy under § 566.062.
8. Robbery in the first degree under _ 570.023.
9. Delivery of a controlled substance under § 57020.
10. Arson in the first degree under § 569.040.
11. Kidnapping, or kidnapping in the first degree, when classified as a class A felony under § 565.110.

DRUGS/ALCOHOL DISCIPLINE

Discipline relating to a student or students possessing drugs or alcohol at school or at a school-sponsored event

First Offense: A student who is found to be in possession of, or under the influence of, alcohol or drugs at school, at a school-sponsored activity or on any school property will receive a minimum of five (5) days suspension from school. This suspension may be an out-of-school suspension or a combination of out-of-school and in-school suspension. The number of days may be reduced, at the discretion of the building administrator, in the following manner:

The family would voluntarily agree to have the student go through a drug/alcohol consultation through a community-based provider that specializes in substance abuse prevention and education or an agency mutually agreed upon by the family and the principal. Completion of the consultation could be used to reduce suspension days for the first time offense.

Second Offense: A student who is found to be in possession of or under the influence of either alcohol or drugs at school, at a school-sponsored activity or on any school property will receive a minimum of ten (10) days of suspension. This suspension may be an out-of-school suspension or a combination of out-of-school and in-school suspension at the discretion of the principal. The family will be encouraged to have the student go through drug/alcohol consultation through a community-based provider that specializes in substance abuse

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prevention and education) or an agency mutually agreed upon by the family and the principal. At the discretion of the principal and following the drug/alcohol consultation, the ten (10) day suspension may be reduced; the number of days will be determined by the principal.

Prior to the student's re-entry into school, a meeting with the principal, student and his/her parents/guardians will be held. The principal will determine what representatives from the District will participate in this re-entry meeting.

Third Offense: A student who is found to be in possession of or under the influence of either alcohol or drugs at school, at a school-sponsored activity or on any school property will receive ten (10) days of suspension and a recommendation for further action/consequences to be determined by the superintendent.

It should be noted that the police will be informed of all offenses (first, second and third).

CORPORAL PUNISHMENT & WEAPONS IN SCHOOL

Corporal Punishment

Corporal punishment is the use of physical force as a method of correcting student behavior. No person employed by or volunteering on behalf of the district shall administer corporal punishment or cause corporal punishment to be administered upon a student attending district schools.

A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property. Restraint of students in accordance with the district's policy on student seclusion and restraint is not a violation of this policy.

Weapons in School

The District recognizes the importance of preserving a safe educational environment for students, employees and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school property.

School property is defined as: Property owned, operated, maintained, utilized, supervised, rented, leased, or controlled by the school district including but not limited to school buildings, administration facilities, school playgrounds, parking lots, district transportation, and any property on which any school activity takes place.

A weapon is defined to mean one or more of the following:

1. Firearm as defined in 18 U.S.C. § 921.

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2. Blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in § 571.010, RSMo.
3. Dangerous weapon as defined in 18 U.S.C. § 930(g)(2).
4. Knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
5. Any object designed to look like or imitate a device as described in 1-4.

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined above will be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

This policy will be submitted annually to the state Department of Elementary and Secondary Education along with a report indicating any suspensions or expulsions resulting from the possession or use of a firearm as defined in 18 U.S.C. § 921.

BULLYING IN SCHOOL

Bullying in School

The District is committed to maintaining a learning and working environment free of any form of bullying, as defined herein, by students toward District personnel or fellow students whether it occurs on school grounds, during school time, at a school-sponsored activity or in a school-related context including any such actions which adversely impact the education of District students. Policy JFCF outlines District expectations in regard to bullying.

In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Bullying behaviors may fall under categories of four types of bullying: Physical, Emotional, Verbal and Cyberbullying. Cyberbullying is a form of bullying committed by transmission of a communication including but not limited to, a message, text, sound or image by means of an electronic device. Other hurtful behaviors toward others including rude, mean or harassing behaviors may become bullying if the behavior is intentional and repeatedly happens. In potential bullying situations, it is not what the sender of the message thinks about what is being said or done, but it is the feelings of the person who is receiving the message that is important.

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Students who are found to have violated this policy will be subject to disciplinary action as set forth in the District Policy JG-Student Discipline and Regulation JG-R1-Student Discipline. Initial acts of bullying shall generally be considered a Level II offense under Policy JG-Student Discipline and Regulation JG-R1-Student Discipline and as such may result in suspension from school. Repeated offenses shall result in referral of the student to the superintendent. Based on findings the superintendent may suspend the student for up to 180 days or recommend expulsion from school.

Any District employee who has firsthand knowledge of bullying shall report this information to his/her supervisor. The District will provide employees with training regarding bullying behaviors and the requirements set forth in this policy.

QUICK TIP

Quick Tip

In an effort to foster an even safer and more caring school community, the District uses SchoolMessenger Quick Tip on its website and mobile app to ensure that students, staff and parents have a voice to report issues that may affect their peers and/or schools. Quick Tip allows school administrators to receive tips at any time and respond in a timely manner to issues that impact the school or individual students such as peer pressure, campus violence, depression, suicide and bullying. Quick Tip can be accessed via any District website, the mobile app or directly at claytonschools.net/quicktip. Users can identify which schools receive the tip, share a message, include a photograph as appropriate and submit the tip. Users may choose to communicate anonymously or leave their contact information.

TOBACCO USE

Tobacco Use

The district prohibits all employees, students and visitors from using, possessing, smoking, vaping, consuming, displaying, promoting or selling any tobacco products, imitation tobacco products, vaping products or tobacco-related devices in all district facilities, on district transportation, on all district grounds at all times and at any district-sponsored event or activity while off campus. This prohibition extends to all facilities the district owns, contracts for or leases to provide educational services, routine healthcare, daycare or early childhood development services to children.

Students and employees who violate this policy will be disciplined in accordance with applicable board policies and may be offered referrals to smoking cessation programs. Employees may be disciplined or terminated for repeated violations. Visitors may be excluded from district property.

ASSESSMENT POLICY

Assessment Policy

See Board of Education Policy IL - Assessment Program.

The District will use high-quality academic 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 regularly review student performance data and use this information to evaluate the effectiveness of the District's instructional programs, making adjustments as necessary.

The 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).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, Clayton students participate in all applicable aspects of the District assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the District has a written assessment plan that will test competency in the subject areas of English, reading, science, mathematics, social studies and civics, as required by law.

The purposes of the District-wide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b. Help the professional staff formulate and recommend instructional policy.
 - c. Help the Board of Education adopt instructional policies.
3. *School and District Evaluation* – To provide indicators of the progress of the District and individual schools toward established goals.
4. *Accreditation* – To ensure the District obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

ACADEMIC INTEGRITY & PRINCIPLES OF TEACHING AND LEARNING

The School District of Clayton values academic integrity and honesty. They are fundamental to the teaching and learning process. It is the expectation of teachers and administrators that all work be entirely the result of the student's own efforts. Plagiarism, cheating or other forms of academic dishonesty will not be tolerated. Collaboration and cooperation are not the same as cheating or plagiarism. Teachers will inform students when collaboration is an acceptable option. The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising individual. Students found to have engaged in academic dishonesty shall be subject to disciplinary action at either the classroom or building level.

Principles of Teaching and Learning

The School District of Clayton's Principles of Teaching and Learning guide leaders, schools, departments, teams of teachers and individuals when making decisions related to curriculum, pedagogy, assessment and professional learning. These principles inform the teaching and learning process in the classroom, the implementation and evaluation of the written and taught curriculum, and remind us of our own educational expectations. We see a direct connection between these Principles of Teaching and Learning, the Standards of Professional Practice and Standards of professional learning within the District. Our District mission, vision and core values anchor these principles.

We **are accountable** to our learners by:

- Committing to collective inquiry, evidence-based decision-making, innovation and reflection of the results of teaching and learning.
- Empowering students to take ownership in their own learning.
- Measuring student learning through multiple assessments and using data and information to monitor and improve student learning.
- Providing ongoing, specific feedback to students as a part of regular instruction.
- Monitoring student progress to guide instructional decision-making.

We **support** collaboration and build sustaining relationships by:

- Partnering with parents, students and other educators to create environments that support individual and collaborative learning.
- Building individual motivation and social interaction for purposeful engagement in learning.

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- Promoting self-reflection that results in improved learning.

We **develop** and **implement** curriculum that is grounded in rich and relevant content by:

- Supporting the development of teachers' craft and content expertise.
- Engaging in dynamic and challenging content related to local, regional and global issues.
- Guiding deep understandings of content areas and their connections to one another in order to synthesize skills and communicate knowledge in meaningful ways.
- Nurturing understanding and communication of ideas while participating in intellectual endeavors.
- Ensuring that curriculum, instruction and assessment are dynamic, intellectually stimulating, developmentally appropriate, grounded in research and attentive to the range of student learning needs.

We **invest** in innovation and responsiveness in a positive learning environment by:

- Understanding diversity to ensure inclusive learning environments that enable each learner to meet high expectations.
- Ensuring that our curriculum is a place where students can explore the unfamiliar, but also see their own lived experiences validated and valued.
- Engaging in opportunities that offer choice and exploration that require critical thinking, creativity and collaborative problem solving.
- Attending to the varied learning needs of students through instruction and assessment that are dynamic and intellectually challenging.
- Acknowledging that to be truly innovative one must take risks in teaching and learning as a part of an authentic avenue of learning.

We **encourage** and **foster** an environment committed to ongoing growth and learning by:

- Providing leadership and growth opportunities.
- Embracing a growth mindset.
- Supporting professional learning through thoughtful, informed opportunities.
- Upholding our mission, vision, core values and strategic goals.

DISTRICT CURRICULUM

Curriculum Development and Approval Process

The Board of Education, superintendent, assistant superintendent of teaching and learning, Coordinators Council, Curriculum Committees and school faculties work together to accomplish four major activities involving curriculum in the District:

- Developing shared understandings
- Planning for the future
- Managing curriculum change
- Assessing our programs and progress

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Curriculum Committees

Curriculum study must be an ongoing process if the School District of Clayton is to develop and maintain quality programming which meets the challenges of our fast-paced and changing world. Therefore, Curriculum Committees, comprised of representative teachers and administrators, meet regularly during the year to study current literature and practice in the field and work toward yearly and long-range goals. Parents and/or community members may be contacted to be a part of the committee work where applicable.

Program Committees

Program Committees are formed around specific subjects that are not necessarily curriculum-specific in nature but are seen as key components in supporting curriculum throughout the District. Examples of program committees include Gifted Education, English Language Learners services, Counseling services and Library services. These committees are also comprised of representative teachers and administrators. Parents and/or community members may be contacted to be a part of the committee work where applicable. The committees meet regularly during the year to study current literature and practice in the field and work toward yearly and long-range goals.

Teaching and Learning Advisory Council

A committee of the Board of Education, this committee meets several times throughout the year to provide feedback and input to curriculum areas while they are in their two-year self-study process. The committee is made up of parent representatives from each school, students from Clayton High School, administrator representatives and one Board of Education member. The Board member reports information back to the entire Board of Education during regular business meetings.

Student Involvement

Students participate in exploring curriculum issues in the form of surveys, interviews, dialogues and advisory groups.

Parent/Community Involvement

Parents can participate actively in the curriculum development process in four possible ways: by serving on the Teaching and Learning Advisory Council, as ad-hoc members of curriculum committees who provide specific expertise in meeting a curriculum goal; or by participating in activities (surveys, focus groups, advisory groups) designed to gather broad-based parent input.

2024-2025 Curriculum and Instructional Leaders

Assistant Supt. of Teaching and Learning	Milena Garganigo
Gifted Program Coordinator	Chris Holmes
Career and Technical Education Coordinator	Steve Beauchamp
Mathematics Coordinator	Angela Caracciolo
Literacy Coordinator	Julie Paur
Fine Arts Coordinator	Daniel Henderson

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Early Childhood Education Coordinator	Kristen Retter
English Language Learners Coordinator	Sarah Gottemoeller
Counseling Coordinator	Jason Thompson
Library Coordinator	Lauran DeRigne
Director of Assessment and Professional Learning	Robyn Haug
Physical Education & Health Coordinator	Julie Connor
Science Coordinator	Caitlin Mooney
Social Studies Coordinator	Paul Hoelscher
Technology Coordinator	Jeff Puls
World Languages & Cultures Coordinator	Gwen Kennerly
Equity and Inclusion	Neil Daniels II

SAFETY INFORMATION

Safe Learning Environment and Emergency Procedures

The District strives to ensure a safe learning environment for all students and employees. As part of that effort, access to District facilities is restricted to main entrances during school hours. Persons visiting the buildings are asked to sign in at the main office and obtain a visitor identification badge. Your cooperation with this safety procedure is most appreciated.

The District, working in cooperation with local law enforcement and fire protection officials, has developed response procedures to address emergencies should they arise within the building or occur District-wide. Communication with parents is a key component of these procedures. In the event of a major building or District-wide emergency, first call the school to obtain information regarding your child(ren). If you are not able to reach school personnel, call the Office of Communications at 314-854-6038. If there is no response from this office, call the Clayton Police Department at 314-645-3000.

If you should have concerns regarding the safety of students, please contact the building principal or access one of the two Safe School Hotlines listed below.

Clayton Safe Schools Hotline - 314-290-8411

The District's School Resource Officers, working in conjunction with the Clayton Police Department and District officials, have established a hotline telephone number which connects callers to their confidential voice mailboxes. The system is designed to provide a way for parents, school staff or students to convey concerns regarding school safety, criminal activities or drug and alcohol issues that take place in or around the school environment to persons who can provide appropriate follow-up and interventions. Callers may remain anonymous, if they choose to do so. The Clayton Safe Schools Hotline number is 314-290-8411.

County S.A.F.E. Schools Hotline - 314-889-SAFE (7233)

The County S.A.F.E. Schools Hotline provides an opportunity for any child, parent or concerned neighbor to leave a private and confidential message about possible criminal activity or any other concerns that may affect the quality of education our children receive.

The hotline is available 24 hours a day, 365 days a year to anyone wishing to report any gang or drug activity, weapons, physical abuse, violence or any other type of potential problem that may affect our children while at school, home or play. The hotline provides an avenue for anyone with information about these types of activities to report them. This method is especially useful when the caller wishes to stay anonymous.

The information received from the hotline will be held strictly confidential and will only be shared with the appropriate school or police personnel.

The caller need only dial 314-889-SAFE (7233). The recorded message invites the caller to leave private and confidential information on a secure St. Louis County Police voice mail system. Prior to leaving a message, several questions will be asked, including the following.

- What is the problem or crime being committed?
- Where is it taking place?
- Who is involved?
- When does it happen?
- Is there a car description?

These questions are all very important. However, even if they all cannot be answered, any helpful information will assist us in keeping our schools safe.

Remember, at any time the caller can press "0" and talk live to a St. Louis County Police dispatcher who will take the information.

As always, if an emergency situation exists, the caller is directed to hang up and dial 911.

INCLEMENT WEATHER INFORMATION & BROADCAST MESSAGING SYSTEM

Inclement Weather, School Closings and Snow Schedule

The School District of Clayton posts school closings on the following radio and television stations:

Radio: KMOX (1120 AM)

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Television:

KTVI (Channel 2)
KMOV (Channel 4)
KSDK (Channel 5)

KPLR (Channel 11)
KDNL (Channel 30)

Information regarding school closings or schedule changes due to extreme weather will be posted on the front page of the District website as soon as a decision is made. Typically a decision to close school or open on a snow schedule is not made until 5 a.m. on the morning in question.

When a snow schedule is announced, starting times for all schools will be one hour later than normal. School will still dismiss at the regular time. Voluntary transfer students and students riding the Meramec bus should report to their regular stop one hour later than their normally scheduled pick-up time. Please check the District's website or tune to local media for information on school closings.

Broadcast Telephone Messaging System

Emergency information and school closing updates will be sent directly to your phone. The School District of Clayton uses a broadcast telephone messaging system that will send a recorded telephone message to parents and staff within a matter of minutes. This system is also used to notify District families and staff when school is closed due to inclement weather. On snow days or snow schedule days, parents can expect a phone call as soon as the decision to close school has been made, typically not until 5 a.m. Parents are encouraged to keep their contact information up to date in the PowerSchool Portal.

ELECTRONIC COMMUNICATION

eNews

Interested in keeping up with what's going on with Clayton students, parents and staff? Then make eNews your online, direct line to Clayton's schools. eNews is published every other Friday while school is in session. Sign up to stay connected with all of the latest news and information from the School District of Clayton. Visit the District's website at claytonschools.net/enews.

DINING SERVICES INFORMATION

School meals are required to meet strong nutrition standards, and food service staff work hard to serve students the nutritious, delicious meals they need to learn and grow. School meals offer students milk, fruits, vegetables, proteins and grains that meet required limits on saturated fat, portion size and age-appropriate calorie limits.

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Please be aware school food service is contending with supply chain issues, similar to many grocery stores, getting all the food and supplies when needed. Sometimes this means planned menu items will change based upon food availability. When this happens, school nutrition professionals are doing everything they can to serve healthy meals to students. As we deal with these challenges, we ask everyone to be patient with school nutrition professionals striving to serve our kids.

The Federal government provides meal subsidies to qualifying families under USDA guidelines. Schools will take applications and use family income to qualify students for free meals, or reduced-price meals, or paid meals.

Meal Prices

Breakfast

Elementary Schools	\$2.25
Wydown Middle School	\$2.25
Clayton High School	\$2.25
Adult	\$2.70
Reduced Price	\$0.30

A la carte breakfast items are available at Wydown Middle School and Clayton High School. Extra or a la carte milk is 60¢.

Lunch

Elementary Schools	\$3.40
Wydown Middle School	\$3.65
Clayton High School	\$3.65
Adult	\$4.70
Reduced Price	\$0.40

Wydown Middle School and Clayton High School cafeterias also offer separately-priced a la carte items. Extra or a la carte milk is 60¢.

Procedures for Overdrawn Student Meal Accounts

1. Low Balance Report: On a weekly basis, cafeteria personnel generate a low balance letter whenever a student's prepaid balance is \$10.00 or less. The designated school administrator's name appears as the sender on the letter. Cafeteria personnel will send the letters directly to parents via email. Emailing letters will ensure the message was received by the parent. If no email exists, then a letter will be sent home. At this point, there is no disruption of food services.

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2. Negative Balance Report: Cafeteria personnel generate a negative balance letter under the appropriate administrator's name whenever a student's prepaid balance is overdrawn. Cafeteria personnel will send the letters directly to parents via email. If no email exists, then a letter will be sent home. After a student accumulates five unpaid meal charges, the Chief Officer of Equity and Inclusion Dr. Cameron Poole or designee will:
 - a. Meet with the student to assess to the extent possible whether the student or the student's family is experiencing hardships, barriers or other circumstances with which the counselor could assist.
 - b. Make repeated attempts to contact the parents/guardians to notify them of the lunch charges, discuss the situation and any other concerns the counselor may have after meeting with the student, and resolve the situation.
 - c. Encourage the parents/guardians to submit the free and reduced-price meals application and inquire about any assistance that might be needed to complete the application.
 - d. Provide other resources as applicable.
3. High School: CHS students will not be able to purchase homecoming tickets, prom tickets, etc., if they owe on their lunch account. Furthermore, graduating seniors may not be able to participate in graduation ceremonies if they owe on their lunch account.
4. Cafeteria personnel will monitor for any student receiving alternative meals for the second time. The Director of Food Services may contact the school administrator after five alternative meals have been served to jointly form a plan of action to resolve the issue. The Food Service office should be contacted if there is any chance the student may be eligible for free or reduced-price meals.
5. If an insufficient funds check is presented, the amount will be deducted from the student's cafeteria account and could result in a negative balance.

Questions or comments regarding dining services may be directed to Octavio Pino at 314-854-6640 or octaviopino@claytonschoools.net.

MySchoolBucks.com

The School District of Clayton has partnered with MySchoolBucks.com, a service that allows parents to make online credit card payments into their child's school breakfast and lunch account as well as pay KidZone fees or Family Center tuition. With MySchoolBucks, parents can also view account balances and recent purchases and set up notifications for upcoming payments from the convenience of their home, office or on-the-go with the MySchoolBucks mobile app. Learn more at claytonschoools.net/myschoolbucks.

School Menus App

The School District of Clayton, in partnership with Chartwells K12, uses Nutrislice to publish the school menus to an interactive website and a free smartphone app. You can access your child's menus anytime, anywhere. The app also allows you to learn more about the meals being served, such as nutritional information and the ability to filter for common allergens such as nuts, wheat and dairy. Visit claytonschools.nutrislice.com to learn more, or download the School Lunch by Nutrislice app from the App Store or Google Play.

You can also access mobile friendly versions of MySchoolBucks.com and Nutrislice directly from the School District of Clayton's mobile app.

Free and Reduced Meal Program

School District of Clayton education officials have adopted the following family-size income criteria for determining eligibility for school children to participate in the National School Lunch Program and the School Breakfast Program:

Maximum Family Income Eligible for Free Meals

Family Size	Annually	Monthly	Weekly
1	19,578	1,632	377
2	26,572	2,215	511
3	33,566	2,798	646
4	40,560	3,380	780
5	47,554	3,963	915
6	54,548	4,546	1,049
7	61,542	5,129	1,184
8	68,536	5,712	1,318
Each Add'l. Family Member	+6,994	+ 583	+ 135

Maximum Family Income Eligible for Reduced Price Meals

Family Size	Annually	Monthly	Weekly
1	27,861	2,322	536
2	37,814	3,152	728
3	47,767	3,981	919
4	57,720	4,810	1,110
5	67,673	5,640	1,302
6	77,626	6,469	1,493
7	87,579	7,299	1,685
8	97,532	8,128	1,876
Each Add'l. Family Member	+9,953	+ 830	+ 192

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Children from families whose current income is at or below those shown are eligible for free or reduced price meals. Applications are available at the principal's office in each school. To apply, fill out a Free and Reduced Price School Meals Family Application and return it to the school. The information provided on the application is confidential and will be used only for the purpose of determining eligibility. Applications may be submitted any time during the school year. A complete application is required as a condition of eligibility. A complete application includes: (1) household income from all sources or Food Stamp/Temporary Assistance case number, (2) names of all household members, and (3) the signature and last four digits of the social security number or indication of no social security number of the adult household member signing the application. School officials may verify current income at any time during the school year.

Foster children whose care and placement is the responsibility of the State or who is placed by a court with a caretaker household are categorically eligible for free meals and may be certified without an application. Households with foster and non-foster children may choose to include the foster child as a household member, as well as any personal income earned by the foster child, on the same household application that includes the non-foster children.

If a family member becomes unemployed or if family size changes, the family should contact the school to file a new application. Such changes may make the children of the family eligible for these benefits.

Under the provisions of the policy, the Chief Financial Officer will review the applications and determine eligibility. If a parent is dissatisfied with the ruling of the official, they may wish to discuss the decision with the hearing official on an informal basis or they may make a request either orally or in writing for a hearing to appeal the decision to the Assistant Superintendent of Student Services:

Hearing procedures are outlined in the policy. A complete copy of the policy is on file in each school and in the central office where any interested party may review it.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail at U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; by fax at (202) 690-7442; or by email at program.intake@usda.gov.

This institution is an equal opportunity provider.

SCHOOL COUNSELING PROGRAM

School Counseling Program

The goal of the school counseling program is to facilitate the student's educational achievement and development as a responsible and contributing member of a global society. Toward this end the school counselor shall enter into professional relationships with three segments of the school community: students, parents/guardians and school staff members.

The school counseling program shall be based on a comprehensive model of services which emphasizes:

- Personal growth and development
- Responsible decision-making
- Educational, occupational and personal goal setting
- Building positive relationships

Specific curricular objectives shall be developed around these areas of emphasis with programs implemented in classrooms, small groups and individual student-counselor contexts. The school counseling program shall provide responsive services which may include personal counseling, crisis intervention, professional referrals and support groups for students, as well as consultation for parents, teachers and other professionals working on behalf of the student.

Consistent with the rights of the individual, the school counselor shall protect the confidentiality of information received in the counseling relationship as specified by law and ethical standards articulated by the American School Counselors Association. Counselors shall be responsible for explaining to students the meaning and limits of confidentiality. When a student's participation in a school counseling group requires parental permission, the permission form shall inform the parent/guardian of the purpose and composition of the group and the meaning and limits of confidentiality in a group context.

The guidance counselors and other professional staff members provide preliminary assessment of student problems and referrals to outside agencies, if necessary. The District will assist and

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cooperate with other agencies concerning the diagnosis and treatment of a referral student when applicable to his or her education program in the District. Except as otherwise required by law, costs for diagnostic and treatment services outside the District are the responsibility of parents or guardians.

Trauma Informed Schools

Students who have experienced trauma in their lives face a number of special challenges, and may need special support in order to be successful in school. The School District of Clayton participates in Missouri's Trauma Informed Schools initiative, and staff across the District have received training in how to identify and support students with traumatic experiences in their backgrounds. You can access Missouri's Trauma informed website at <https://dese.mo.gov/traumainformed>.

DISTRICT SOCIAL WORKERS

District Social Workers

The School District of Clayton is committed to the growth and development of the whole child. To that end, the District's social workers provide resources to support students and families in a wraparound approach to foster their academic, physical, social and emotional well-being. Social workers are a liaison between home, school and the community to help optimize the educational opportunities and potential of every student. They will support the District and its students and families in the following ways:

- Work individually and with groups of students in conflict resolution and social interaction skills.
- Assess needs and connect community resource systems to students and families.
- Support school counselors and administrators in meeting the social, emotional and mental health needs of students for the purpose of improving the overall learning experience for students.
- Provide staff with essential information to better understand factors which may impact a student's performance and/or behavior, such as cultural, societal, familial, economic and health.
- Play a major role in interventions and response to crisis situations.

PARENT SUPPORT GROUPS

Parent Support Groups

The School District of Clayton works closely with parents to ensure all students have the support needed to be successful both inside and outside of the classroom. The following parent support groups are comprised of parents, community members and District staff.

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All In Clayton Coalition

The All In Clayton Coalition is a collaborative, community-wide effort focused on using education and advocacy to prevent and reduce substance abuse among Clayton youth. The Coalition has aligned its work with four key goals/objectives:

- Prevent substance use among Clayton youth.
- Reduce the prevalence of substance use disorders in Clayton.
- Educate the Clayton community on key issues related to substance use disorders.
- Advocate for policies and practices that prevent substance use among Clayton youth.

Learn more about the All In Clayton Coalition at claytonschools.net/allincoalition or by contacting Project Coordinator Lili Schliesser at allincoalition@claytonschools.net 314-854-6745.

Parent Advisory Council of Children with Educational Diversity (PAC.ED)

Clayton's Parent Advisory Council of Children with Educational Diversity (PAC.ED) is a cross categorical group for parents of children receiving services from Special School District (SSD). It is a volunteer organization of parents, School District of Clayton staff and SSD staff, who are committed to identifying and building upon the strengths of all children in the District. PAC.ED provides a forum for parents to meet other parents and share information concerning their children and to provide input to the District to help in decision making. If you would like more information about PAC.ED or would like to be actively involved, visit claytonschools.net/paced or contact Assistant Superintendent of Human Resources, Dr. Kelly Sollberger at 314-854-6039.

ASBESTOS MANAGEMENT PLAN

Asbestos Management Plan

Each year the District is required by law to notify parents, staff and outside contractors that asbestos exists in the District buildings. A careful survey of our buildings confirms that the asbestos present poses no health threat at this time.

A manual that pinpoints the location of asbestos in school buildings is located at the Facilities Services Department. Several years ago, the District went through an extensive abatement program where friable asbestos-containing material was removed or encapsulated as required by the Environmental Protection Agency.

If you have any questions regarding this notice, contact Director of Facility Services Jim Brennell at 314-854-6950.

VIRTUAL LEARNING

Virtual Education in the School District of Clayton

Virtual Learning is an alternative educational option for students looking for something different than the District's traditional face-to-face, seated courses. Full and part-time virtual learning options are provided for students in accordance with Missouri law. The [Missouri Course Access Program \(MOCAP\)](#) through the Department of Elementary and Secondary Education (DESE) provides more specific information on the different programs.

The enrollment process for Clayton students varies depending on their learning choices, including program choice and number of courses.

Full time enrollment in a MOCAP program for students without an IEP:

- Students/families will talk with their counselor about their plans to enroll full time in a MOCAP provider.
- Students/families wishing to enroll full time with a MOCAP provider, including the District's preferred provider Launch will contact the provider directly for enrollment information.

NOTE: Students participating in full-time virtual learning through a hosted MOCAP provider will be required to enroll in the virtual program's host district and will be unenrolled from the School District of Clayton. Please check the host district's graduation requirements prior to enrolling.

Part-time enrollment and enrollment for students with an IEP:

- Students/families should contact the counselor about their plans and the counselor will help with the appropriate process.

Learn more at the [District website](#).

VISITOR MANAGEMENT SYSTEM

Visitor Management System

Student safety is our top priority throughout the School District of Clayton. In the interest of student and staff safety, the District uses a visitor management system to check in all visitors to our buildings. It allows schools and buildings to produce visitor badges and electronically check all visitors against registered sex offender databases. All visitors will need to show a photo ID each time they enter a building. Visitors will receive a printed visitor badge to wear that includes a photo, their name, time, date, destination and purpose of visit. Thank you in advance for helping us use this extra step to keep our schools safe.