



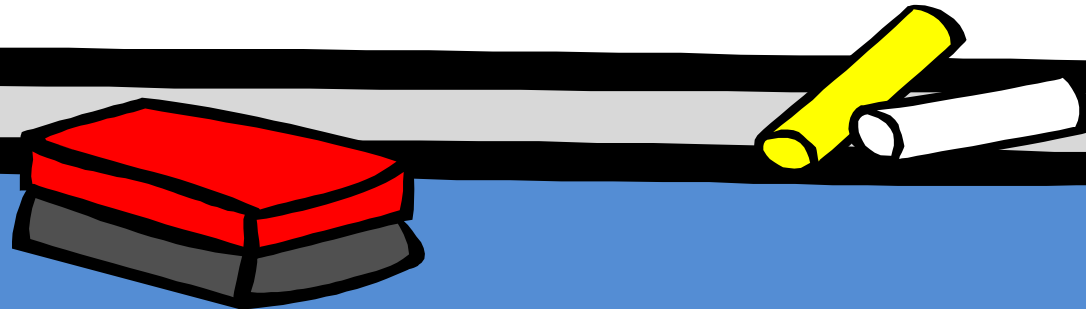
St. Louis Public School District

Creating Positive School Culture

Be Safe

Be Respectful

Be Responsible



2012 - 2013 Student Code of Conduct



Welcome to the 2012-2013 school year. The St. Louis Public School District Student Code of Conduct, herein referred to as the Code of Conduct, is dedicated to making sure all students are in school and engaged in learning. The Code of Conduct partners with Positive Behavior Interventions and Supports (PBIS) to foster student academic and behavioral success. The key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, all members of the school community need to respect each other in order for our schools to provide a positive learning environment for children.

The information in the Student Code of Conduct outlines consistent expectations for student's behavior in school, describes appropriate interventions, outlines consequences for students, and explains the rights and responsibilities of members of the school community. The Code of Conduct applies to the actions of students during school hours, on the way to and from school, on school property, in district sponsored vehicles, and attending all school sponsored events. It also includes any time that students are off school grounds at school-sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the school day are also subject to discipline. This Code of Conduct was developed in collaboration with both district and school representatives and from community partners.

Please take the time to read this document and discuss it with your child. The staff of the Parent and Student Engagement Office is available to answer any questions you have about the Code of Conduct by calling (314) 345-4430. Your local school administrator is also available to answer questions about the Code of Conduct.

The Missouri School Improvement Program requires that the District distributes a student code of conduct and provides a protected, orderly environment. (MSIP 6.6)

St. Louis Public School District discipline procedures are based on Missouri Law. The information in this handbook may be updated during the course of the school year. The latest version is available on the District's website.

www.slps.org

The St. Louis Public School District Student Code of Conduct 2012-2013

Student and Parent(s)/Legal Guardian(s) Acknowledgement

Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive and supportive learning environment

Student Pledge

- I pledge to be in attendance and on time for class every day
- I pledge to be safe, responsible, and respectful
- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself
- By signing this pledge, I understand and accept the responsibility of the Student Code of Conduct, for as long as I am a student in the St. Louis Public School District.

Student Signature: _____

Date: _____

Parent Signature/Legal Guardian: _____

Date: _____



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St. Louis Public School District Vision Statement

St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

St. Louis Public School District Mission Statement

We will provide a quality education for all students and enable them to realize their full intellectual potential.

St. Louis Public School District Core Beliefs

- All children can learn, regardless of their socio-economic status, race or gender
- The African American Achievement Gap can be eliminated
- Parents must be included in the education process
- Competent, caring, properly supported teachers are essential to student learning
- The community must be involved in encouraging high achievement for all children
- The St. Louis Public Schools are obligated to help students overcome any obstacles that may hinder their learning by forming partnerships with the entire community

Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive and supportive learning environment

Student Pledge

- I pledge to be in attendance and on time for class every day
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- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself

Behavioral Expectations and Responsibilities

Responsibilities of the School Community:

BE SAFE:	Understand and adhere to the Student Code of Conduct and the expectations described in the Code of Conduct
BE RESPONSIBLE:	Encourage and assist others
BE RESPECTFUL:	Respect the rights of students, parents/legal guardians, faculty, staff and visitors

Responsibilities of District Administrators:

- Provide appropriate training and resources as needed to implement Positive Behavior Intervention & Support, Crisis Prevention Intervention (CPI) and Violence Confrontation Avoidance training at each school site
- Require each school to have a crisis team trained in the CPI procedures
- Assist parents/legal guardians who are unable to resolve issues at the school-level
- Review attendance and discipline data to determine district-level decisions
- Conduct District Discipline Conferences, including expulsion conferences
- Review suspension/expulsion appeals

Responsibilities of School Administrators:

- Distribute the Student Code of Conduct to students, parents/legal guardians, and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Identify appropriate training and resources as needed to implement PBIS based on school data
- Use research-based practices to prevent minor incidents from becoming major challenges

Responsibilities of Students:

- Attend school
- Follow the Student Code of Conduct
- Follow the school's expectations and rules
- Follow the school's dress code
- Respect school property and the property of others
- Work hard and do your best

Responsibilities of Parents/Legal Guardians:

- Read the Student Code of Conduct and review it with your child
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Ensure your child comes to school every day on time and ready to learn

Responsibilities of Teachers:

- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct
- Address infractions through a variety of interventions such as PBIS and Response to Intervention (RtI), including alternatives to suspension and expulsion
- Provide corrective instruction to students who demonstrate challenging behavior

- Ensure accurate and timely entry of discipline referrals into the Student Information System (SIS) and maintain compliance (e.g. students with disabilities and qualified 504 students ten (10) day removal rule)
- Review discipline referrals and determine appropriate intervention(s) or consequence(s)
- Enforce corrective strategies that are grade level and age appropriate
- Create a safe, positive and supportive environment

- Ask teachers, school social workers, professional school counselors, parents/legal guardians, school administrators, and other adults for help to solve problems
- Report bullying and cyber bullying
- Model the positive character traits of others

- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to assist and support your child within the school and the community

- Create a safe and positive community environment and teach students to maintain it
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional professional staff development and/or training as needed

Responsibilities of the District's School Security Staff Officers:

- Assist in creating a safe and conducive learning environment in our schools
- Provide schools with on-site security and a direct link to local law enforcement agencies
- Work in conjunction with the PBIS mandates, Violence Confrontation Avoidance principles, and CPI protocol
- Collaborate with local law enforcement offices, professional school counselors, school social workers, and school administrators

Scope of the Student Code of Conduct

The Board believes that the provision of productive and humane learning environments will prepare self-disciplined, responsible citizens. The Code of Conduct Handbook stresses the importance of positive and appropriate student behavior. The consequences of negative behavior are clearly spelled out to convey the seriousness of misbehavior.

The Student Code of Conduct is designed as a guide and does not cover all possible incidents requiring disciplinary action, possible interventions or consequences. If the behavior is of such a serious nature that the maximum penalty seems insufficient, or if the student's past history is such that a more severe penalty seems warranted, the district may impose a greater penalty. At the discretion of the district, students may be given greater penalties than are listed herein.

Moreover, individual schools may develop additional provisions regarding student discipline and dress. These rules, however, cannot substitute for or modify the provisions of this Code of Conduct.

Administrators will use their professional judgment to determine which disciplinary action will be most effective in dealing with student misconduct. The principal is authorized to apply a higher level of consequences for serious violations of the Code even if it is a student's first offense. The principal may recommend to the Superintendent expulsion of Type I offenses.

This document establishes consequences, which will be applied and set in motion the process by which student violators receive corrective attention. These corrective actions can either be in the same school setting, in an alternative setting, or in a setting outside the public school system. The procedures are designed to maintain an atmosphere conducive to learning and to ensure the safety of all students.

The Student Code of Conduct outlines a range of appropriate responses for inappropriate behaviors and positive support for appropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- Parent(s)/legal guardian(s) who inappropriately support their child's education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.

- The Student Code of Conduct applies to actions of students during school, on the way to and from school, while on school property, while traveling in vehicles sponsored by the school district and during all school-sponsored events. It also includes any time that students are off school grounds at school-sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the school day are also subject to discipline.
- The Student Code of Conduct applies as long as you are an enrolled student no matter what school or program you attend.

Uniform/Dress Code Expectations

Each school site shall develop a Uniform/Dress Code Policy in partnership with students, parents/legal guardians, and school personnel. Each Dress Code Policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal or designee shall inform the student, parent(s)/legal guardian(s), and school community of the school Dress Code Policy. All students and parent(s)/legal guardian(s) are expected to follow the written policy.

Questions concerning the school Uniform/Dress Code Policy should be referred to the school principal or designee.

Procedures for Correcting Inappropriate Attire:

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. Principals and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.

If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

Elementary:

- 1st Offense: Phone call to parent(s)/guardian(s)
- 2nd Offense: Phone call to parent(s)/guardian(s) to bring child a change of clothes
- 3rd Offense: Written warning
- 4th Offense: Administrative conference with parent(s)/guardian(s)/student

Secondary:

- 1st Offense: Written warning
- 2nd Offense: Phone call to parent(s)/guardian(s)
- 3rd Offense: Referral to In-School-Suspension
- 4th Offense: *Administrative conference with parent(s)/guardian(s)/student*



Attendance Expectations

Statute 167.031, RSMo, states that any parent, guardian or other person having custody or control of a child between the ages of seven (7) and seventeen (17), must ensure that the child is enrolled and regularly attends public, private, parochial school, home school or a combination of schools for the full term of the school year.

- The term “compulsory attendance age for the district” shall mean seventeen (17) years of age.
- Children between the ages of five (5) and seven (7) are not required to be enrolled in school. However, if they are enrolled in a public school their parent, guardian or custodian must ensure that they regularly attend.

The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified and excused by the school. Students shall be temporarily excused from that attendance regulation for the following reasons:

- Hospitalization - Extended hospital stay as verified by a discharge statement
- Student illness - Personal, physical, or emotional illness or extended recuperation from an accident as verified by a physician, dentist, or nurse practitioner as verified by one of the following:
 - Contagious with documentation from doctor/nurse practitioner
 - Physician’s note with diagnosis and recommended time of absence
 - Physician’s note with diagnosis of chronic/intermittent illness
 - 504 plan which addresses chronic/intermittent illness and accommodations
- Head lice - limited to one day
- Observance of special and recognized holidays of the student’s own faith as documented by a parent letter (in first language) and verified by calendar of religious holidays by ESOL Program
- Documented family emergency
- Agency required meeting (e.g. Court dates, Children’s Division Family Support Meeting, Immigration for ESOL)

For any other extenuating circumstances, the student’s parent(s)/legal guardian(s) must make a formal appeal to the building principal. The only other exception to the attendance regulations shall be other absences that are verified by the principal or his/her designee as stated below:

- Prior school system-approved travel for education
- Death in the family (not to exceed one week)
- Natural catastrophe and/or disaster

Students shall not be excused from school to work on any job, even in their own homes or for their own parents or tutors, unless it is part of an approved instructional program.

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and suspensions.

Make-up Work:

- Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.
- Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.
- Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work.
- Students shall not be excused for any absences other than those listed above, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

Notification of Absence or Tardy:

- When it becomes necessary for a student to remain at home for health reasons, the parent shall notify the school administrative offices and the school nurse. When the student returns to school, the student shall bring a signed statement from the parent(s)/guardian(s) giving the reason for the student's absence. Other documentation may be required as outlined above (e.g. physician's letter, discharge statement, court document, etc.)
- When a student is late to school, the parent or guardian shall provide a written reason for the tardiness.
- When a student is absent or tardy and the school has not been notified by the parent(s)/guardian(s) as to the reason for the absence the school will contact the parent(s)/guardian(s).

When a student is absent for three (3) consecutive days (unexcused or unexplained absences) or has 3-5 total absences, the school shall prepare and send a 1st letter to parent(s)/guardian(s). Additional absences, excused and/or unexcused, shall be addressed in the following manner:

- 6-9 absences = 2nd parent letter
- 10 or more absences = 3rd parent letter and notification to the Missouri Division of Children's Services, Juvenile Court and/or City Court.

Parents of absent students shall be contacted by the social worker. The school social worker shall enlist the cooperation of the parent(s)/legal guardian(s) and make every reasonable effort to help the student improve attendance and/or punctuality, continued and excessive absenteeism and tardiness may be a sufficient reason for disciplinary action, including exclusion from participation in extracurricular activities, referral to community support agencies, other family support community based agencies and/or referral to Juvenile Court, City Court and/or the Missouri Division of Children's Services.

Visitors to Campus

To provide safe and orderly learning environments, **ALL** visitors must report to the school office immediately upon entering the school to request authorization from the school principal or designee. This includes district employees, parents and volunteers.

Missouri Safe School Act

Student conduct and discipline issues, including reporting requirements, will be handled in a manner consistent with the Safe Schools Act, including but not limited to, Sections 160.261, 167.161 and 167.171 of the Revised Missouri Statutes. School administrators shall report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following crimes or any act which if committed by an adult would be one of the following crimes committed on school property, including but not limited to actions on any school bus in service on behalf of the district or while involved in school activities:

- | | |
|--|---|
| (1) First degree murder under section 565.020, RSMo; | (14) Involuntary manslaughter under section 565.024, RSMo; |
| (2) Second degree murder under section 565.021, RSMo; | (15) Second degree assault under section 565.060, RSMo; |
| (3) Kidnapping under section 565.110, RSMo; | (16) Sexual assault under section 566.040, RSMo; |
| (4) First degree assault under section 565.050, RSMo; | (17) Felonious restraint under section 565.120, RSMo; |
| (5) Forcible rape under section 566.030, RSMo; | (18) Property damage in the first degree under section 569.100, RSMo; |
| (6) Forcible sodomy under section 566.060, RSMo; | (19) The possession of a weapon under chapter 571. RSMo; |
| (7) Burglary in the first degree under section 569.160, RSMo; | (20) Child molestation in the first degree pursuant to section 566.067, RSMo; |
| (8) Burglary in the second degree under section 569.170, RSMo; | (21) Deviate sexual assault pursuant to section 566.070, RSMo; |
| (9) Robbery in the first degree under section 569.020, RSMo; | (22) Sexual misconduct involving a child pursuant to section 566.083, RSMo; |
| (10) Distribution of drugs under section 195.211, RSMo; | (23) Sexual abuse pursuant to section 566.100, RSMo; |
| (11) Distribution of drugs to a minor under section 195.212, RSMo; | (24) Harassment under section 565.090, RSMo; or |
| (12) Arson in the first degree under section 569.040, RSMo; | (25) Stalking under section 565.225, RSMo. |
| (13) Voluntary manslaughter under section 565.023, RSMo; | |

Students who are suspended for any offense listed in Missouri Revised Statute 160.261.2 or any Type I behavior cannot be within 1,000 feet of any school unless:

- Student is under the direct supervision of the student's parent, legal guardian or custodian;
- Student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian, in advance, in writing to the principal;
- Student attends an alternative school located within 1,000 feet of a public school;
- Student resides within 1,000 feet of a public school and is on that property.

Classifying Infractions

Discipline incidents will be classified as Type I, Type II, and Type III Infractions. Bus infractions are considered Type IV.

Type I Infractions – Discipline incidents that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, are Safe Schools violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Type I Infractions.

Type II Infractions – Discipline incidents that interfere with anyone’s safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions are Type 2 Infractions.

Type III Infractions – Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the principal or designee; any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Type 3 Infraction. Due to the severity of the Infraction, a referral to an administrator may be warranted.

Type IV Infractions – Discipline incidents that occur on district provided transportation.

Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the students.

In the effort to fully implement positive behavior interventions to reduce the loss of instructional time due to out-of-school suspension and expulsion, each school should utilize a wide variety of preventative and corrective strategies that incorporate a Positive Behavior Interventions and Supports (PBIS) systems approach.

PBIS is a school system’s approach to creating and maintaining a climate of safety and learning in our schools. All intervention techniques used in PBIS are evidenced-based and have been shown to be effective in reducing school discipline violations and creating effective learning environments. Intervention techniques are divided into three categories or systems of support: Universal, Selected, and Targeted. Consistency and common language in school rules and expectations from all staff creates a predictable school environment for students.

Universal Strategies are the most prevalent and affect the most students. These strategies are for all students and are usually the most easily identified because they are observed school-wide, in the common areas of the school and in classrooms. Universal Corrective Strategies may include by are not limited to:

- Effective academic instruction
- Social skills teaching
- Effective classroom management
- Posting, teaching, and re-teaching school behavior expectations
- Positive reinforcement for all students
- Active supervision and monitoring by all staff

- Firm, fair, and corrective discipline
- Data-based decision making

- Restorative Justice practices

Selected Strategies are for students who are at-risk and include classroom and small group strategies. Students in the at-risk group benefit from the universal strategies, but may need extra support to be successful. Selected Corrective Strategies may include but are not limited to:

- Intensive social skills teaching
- Self-management programs
- School-based adult mentors
- Alternatives to out-of-school suspension

Targeting Strategies are for students who are at high-risk and include individual interventions. Students who are in this group benefit from the Universal and Selected Strategies, but will need extra support in order to remain in school. Targeted Corrective Strategies may include but are not limited to:

- Intensive academic support
- Parent training and collaboration
- Multi-agency collaboration
- Alternatives to suspension and expulsion
- Community service

Additional Corrective Strategies, also known as alternatives to suspension and expulsion, may include but are not limited to:

- Contact and/or conference with parent(s)/Legal guardian(s)
- Behavior Contract
- Home-to-School and School-to-Home Communication System
- Reflective Activity
- Loss of privilege
- Referral to a community-based agency for intensive/long-term counseling
- Schedule adjustment (if possible)
- Referral to the School Social Worker
- After-school detention

School Violence and Restrictive Behavioral Intervention

Per St. Louis Public School Board Policy 5144.1, District employees and volunteers are prohibited from administering corporal punishment to students attending the SLPS schools, and from causing such punishment to be administered.

Physical restraint will be used only when other means of preventing or stopping a breach of discipline have proved ineffective. Trained staff may use justifiable physical restraint on a student only when it is deemed reasonably necessary to:

- 1) Prevent the student from hurting himself/herself
- 2) Protect others
- 3) Protect the staff's well-being

Type I Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE I INFRACTIONS	CORRECTIVE STRATEGIES
		Type I infractions require a mandatory office referral.	Type I Infractions require an out-of-school suspension with a referral for a District Discipline Conference.
BE SAFE	Ask for help if you do not feel safe.	01-1 Weapons/Possession 02-1 Weapons/Use <ul style="list-style-type: none"> • Throwing missiles liable to injure others • Using inappropriate objects (i.e. the use of an object to harm others or damage property) 03-1 Drugs/Influence 04-1 Drugs/Possession including Par 05-1 Drugs/Sale 06-1 Assault/Battery <ul style="list-style-type: none"> • Physical assault with serious bodily injury • Aggravated assault to another student • Aggravated assault to a school district employee 07-1 Rape/Sexual Acts 08-1 Arson 09-1 Bomb Threats 10-1 Technology Offense <ul style="list-style-type: none"> • Pornographic • Harmful to Minors • Libelous • Pervasively Obscene, Indecent or Vulgar • Advertisement of any product or service is not permitted to minors • Sharing confidential information of other students or employees 11-1 Other Illegal or Very Serious Misconduct <ul style="list-style-type: none"> • Safe Schools Act Violations • Any other infraction that the principal deems to be similar in severity to other Type I Infractions • Threatening/intimidating faculty 	If appropriate, other corrective strategies may also be used. <ul style="list-style-type: none"> • Create a behavior contract • Re-teach • Require the student to complete a community service project • Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practices) • Refer to SIT • Arrange linkage with counseling or mental health agency • Create a Home-to-School School-to-Home communication system • Require daily check-ins with administrator, counselor or social worker for a set period of time (Check In Check Out) • Identify a mentor and establish a schedule of activities related to school performance • Work with juvenile court to identify opportunities for restitution • Out-of-school suspension with an alternative to Suspension or expulsion program • Out-of-school Suspension with recommendation for expulsion • File charges if law is broken



		ALCO Alcohol <ul style="list-style-type: none"> • Possession, Use, or Distribution (see Drugs) GANG Gang Activity	
BE RESPONSIBLE	Be cooperative in the event of an emergency.	11-1 Other Illegal or Very Serious Misconduct <ul style="list-style-type: none"> • Safe Schools Act Violations • Any other infraction that the principal deems to be similar in severity to other Type I Infraction CHRV Chronic Rules Violation <ul style="list-style-type: none"> • Habitual violation of school/class rules with corrective strategies 	
BE RESPECTFUL	Understand when the answer given to you is, "No."	11-1 Other Illegal or Very Serious Misconduct <ul style="list-style-type: none"> • Safe Schools Act Violations • Any other infraction that the principal deems to be similar in severity to other Type I Infractions 	



Type II Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE II INFRACTIONS Type II infractions require a mandatory office referral.	CORRECTIVE STRATEGIES Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:
BE SAFE	Solve problems peacefully	16-2 False Alarms 19-2 Trespassing <ul style="list-style-type: none"> Unlawful Entry/Trespassing 25-2 Fighting <ul style="list-style-type: none"> Physical assault without serious bodily injury Instigating or participating in fights Group fighting; three (3) or more students involved in a fight does not necessitate a Type I unless serious bodily injury occurs 26-2 Other <ul style="list-style-type: none"> Any other infraction that the principal deems to be similar in severity to other Type II Infractions 	<ul style="list-style-type: none"> Conference with student Parent contact Loss of privilege Re-teach (may include role-play) Create a behavior contract Require the student to complete a community service task Written reflection Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice)
BE RESPONSIBLE	Respect school property and ask before borrowing other's property	14-2 Indecent Exposure 15-2 Theft 17-2 Extortion/Coercion 18-2 Gambling 20-2 Vandalism <ul style="list-style-type: none"> Cutting, defacing, damaging school/vandalism 22-2 Tech Offense Type 2 <ul style="list-style-type: none"> Changing a password that is not his/her own Engaging in any activity that disrupts the use of the Network Loading Student's own software into school computer or Network Using computer for illegal or commercial purposes; commercial use is define as offering or providing products or services; commercial use 	<ul style="list-style-type: none"> Refer to intervention team Restitution Arrange linkage with counseling agency Create a Home-to-School School-to-Home communication system Require daily or weekly check-ins with administrator for a set period of time (Check In Check Out) Identify a mentor and establish a schedule of activities related to school performance Office referral Detention In-School-Suspension Saturday School

		<p>also includes product advertising language</p> <ul style="list-style-type: none"> • Distributing personal information including a user's name or telephone number • Using computer without permission/improper use of computer (e.g. viewing unauthorized websites, overriding district filter) • Vandalizing, damaging or disabling the property of the District or another person • Harassing, insulting, harming or discriminating against other <p>26-2 Other</p> <ul style="list-style-type: none"> • Any other infraction that the principal deems to be similar in severity to other Type II Infractions • Leaving school campus and or traditional classroom without permission • Leaving an alternative program campus or classroom without permission • Failing to attend detention or ISS • Major disturbance in classroom/school campus (e.g. food fight) or school bus <p>CHEA Cheating</p> <ul style="list-style-type: none"> • Forging signature, grades or other • Influence or deprive by use of deceit or fraud 	<ul style="list-style-type: none"> • Out-of-School Suspension • Call District Security • File charges if law is broken
BE RESPECTFUL	Consider other's feelings and respect personal space	<p>12-2 Racial Harassment 23-2 Racial Harassment 13-2 Sexual Misconduct/Harassment 21-2 Bullying /Hazing/Cyber Bullying/Harassment 24-2 Insubordination/Disrespect</p> <ul style="list-style-type: none"> • Making an unfounded charge against authority • Willful disobedience • Treating an authority with disrespect (includes profanity towards an authority figure) <p>26-2 Other</p> <ul style="list-style-type: none"> • Any other infraction that the principal deems to be similar in severity to other Type II Infractions <p>OBSC Obscenity</p> <ul style="list-style-type: none"> • Writing or drawing obscene/profane language/picture 	

Type III Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE III INFRACTIONS	CORRECTIVE STRATEGIES
		Type III infractions can be handled by the teacher. Due to the severity of the Infraction, a referral to an administrator may be warranted.	Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:
BE SAFE	Remain in assigned areas.	26-3 Fighting <ul style="list-style-type: none"> Horse playing 30-3 Smoking <ul style="list-style-type: none"> Using/possessing tobacco and/or lighter 35-3 Other <ul style="list-style-type: none"> Any other infraction that the principal or designee deems similar in severity to other Type III Infractions CAFE Disorder in Cafeteria	<ul style="list-style-type: none"> Re-teach the behavioral expectations Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors Require the student to complete a community service task Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice)
BE RESPONSIBLE	Arrive to class on time and participate in class.	25-3 Disorder/Disruption <ul style="list-style-type: none"> Talking in class Not having proper materials, supplies, and/or equipment for class participation Not participating in class Not dressing out for physical education class Eating/drinking/littering Habitual dress code violation Sleeping in class 27-3 Forgery 29-3 Refuse to Identify Self 31-3 Tardiness (Chronic) 33-3 Class Cutting/Tuancy 34-3 Tech Offense Type III <ul style="list-style-type: none"> Possession of an electronic device Having food, candy, gum or drinks in any Computer Lab Sending messages except through Student's own 	<ul style="list-style-type: none"> Provide a reflective activity Refer to intervention assistance team Office referral Detention, during which the student completes work In-school-Suspension time, during which school work is completed Out-of-School Suspension Call District Security File charges if law is broken Restitution



		personal email (Internet Account) <ul style="list-style-type: none"> • Sharing network files with other students unless authorized to do so by the computer Coordinator • Sharing passwords or using the password of any other student • Posting anonymous message 35-3 Other <ul style="list-style-type: none"> • ID violation (if provided) • Any other infraction that the principal or designee deems similar in severity to other Type III Infractions UNIF Uniform/Dress Violation ABST Truancy/Excessive Absences CDIS Class Disruption	
BE RESPECTFUL	Follow the teacher's directions and use positive language with peers.	24-3 Insubordination/Disrespect <ul style="list-style-type: none"> • Refusing to sit in assigned seat • Treating another student(s) with disrespect 28-3 Profanity 32-3 Verbal Abuse 35-3 Other <ul style="list-style-type: none"> • Any other infraction that the principal or designee deems similar in severity to other Type III Infractions • Public display of affection 	



Bus Transportation and Student Behavior

While at the bus stop parents/guardians shall be responsible for their child's behavior prior to the arrival of the bus and after the departure of the bus. The District is not liable for supervision at the bus stop, but SLPS may discipline students when their actions at the bus stop causes or are likely to cause a material and substantial disruption to the operations of the school. Supervision of SLPS students begins when students get on the bus. It is important for students to stand off the roadway while awaiting the bus.

Improper behavior may result in a student being removed from riding the bus either on a temporary or permanent basis. Any offense committed by a student on a district-owned or contracted bus shall be punished in accordance with this Student Code of Conduct. The bus is an extension of the classroom and misbehavior will not be tolerated. Two (2) digital cameras are on every bus to record the activity that occurs throughout the bus and at the bus door.

1. The bus driver is in charge. Students must obey the driver.
2. The bus driver receives a roster of students currently assigned to the bus. Along with the principal, the bus driver has the authority to assign seats. Students are to ride their assigned busses.
3. All transported students receive a pass indicating the assigned bus and route number. Students are only to ride their assigned bus.
4. Parents are not permitted to ride or board the bus.

Note: Refer to the School Bus Responsibilities Guidelines in the enrollment packet or online.

Violation of the rules could result in a student being denied permission to ride SLPS busses. Serious misconduct on the bus could result in a recommendation for expulsion. During the suspension of bus privileges, it is a parent(s)'s/guardian(s)'s responsibility to provide the student's transportation to and from school.



Type IV Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE IV INFRACTIONS	CORRECTIVE STRATEGIES
BE SAFE	Stay seated (belted and harnessed, if applicable) at all times	36-4 Throwing objects inside bus 27-4 Throwing objects out of window 38-4 Tampering with emergency door 39-4 Refusal to stay seated 40-4 Push/Shove while board/exit 41-4 Yelling at people not on bus 42-4 Sticking body parts out window 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 Infractions <ul style="list-style-type: none"> Boarding and de-boarding school transportation at incorrect stop 	<p>Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> Use of the Student Code of Conduct to reinforce positive behavior and present the student with opportunities to develop appropriate social skills Posting, teaching, and re-teaching school behavior expectations Contact and/or confer with parent(s)/legal guardian(s) Having the student apologize and making amends with those affected (Restorative Justice Practice) Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infraction Bus suspension Removal from bus
BE RESPONSIBLE	Keep the bus clean	43-4 Eating or drinking on bus 44-3 Possession of electronic devices 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 Infractions.	
BE RESPECTFUL	Use appropriate language	45-4 Loud, rude or profane language 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 Infractions.	

Technology and Student Behavior

The Student Acceptable Use Policy and Regulations governs the use of all technology in the SLPS, including cyber bullying (Mo Rev Stat 160.775)). Violations may result in loss of user privileges, suspension, expulsion and civil or criminal penalties. Students shall not have an expectation of privacy in anything they create, send, receive, or store on District technology. Possession and use of cell phones, electronic cameras and electronic communication devices are prohibited on school campus. Students found in possession of cell phones, cameras and electronic devices are subject to confiscation or search and seizure. Items confiscated will only be returned to parent(s)/guardians after meeting with school officials.

Students are prohibited from taking pictures of other students and staff. Doing so violates the privacy rights of other students and staff and is subject to discipline pursuant to district policies on acceptable use and the Family Education I Right and Privacy Act (FERPA). The District monitors electronic communications and information stores on District technology in the regular course of business to protect student users and District equipment. Under certain circumstances, students' off campus use of technology that disrupts the operation of the school is also subject to discipline (e.g. use of Facebook and other media sources to harass or cyber bully).

The Board reserves the right to limit Internet access to times when resources and supervision are available. The Board network is considered to be a closed forum to the extent allowed by law. Student users shall agree not to meet with persons they have met on-line (internet or intranet) unless done with the knowledge and encouragement of a Board employee for an educational purpose. Student users shall immediately disclose to their teacher or other school employee any inappropriate material they access through the computer or any message the student receives that is inappropriate or makes the user feel uncomfortable.

Suspension

Students may be suspended or expelled for conduct that is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of the students. Any suspension by the Principal shall be immediately reported to the Superintendent or his/her designee who may revoke the suspension at any time.

- No student may be removed from school for more than one day without the action being reported as a suspension.
- Principals are authorized to suspend a student for a period up to but not to exceed ten (10) school days for Type II or III Infractions.
- Principals are authorized to suspend a student for ten (10) school days for a Type I Infraction.
- Students in grades Kindergarten through Third grade cannot be issued a Type I Infraction unless approved by the respective Associate Superintendent.
- The Superintendent may suspend a student for a period not to exceed 180 school days.
- When a student is suspended out of school, the parent must be contacted and must receive a letter of suspension.
- Students involved in assaults on staff or assaults on other students will not be returned to the school they last attended.



- A disciplined student pursuant to this policy is not allowed within 1,000 feet of the school property or any activity of that district, regardless of whether or not the activity takes place on district property. The suspended student must have permission from the Superintendent or Superintendent's designee to be on school property. Districts may discipline students for an off-campus conduct that negatively affects the on campus educational environment.

Due Process Procedures for Suspension

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

The principal or designee must conduct a student conference and school-level investigation within a 24-hour period.

No student shall be suspended unless:

1. The student is provided oral or written notice of the charges against him/her and
2. If the student denies the charges, he/she shall be given an oral or written explanation of the facts which form the basis of the proposed suspension and
3. The student shall be given an opportunity to present his/her version of the incident and
4. In the event of a suspension for more than ten (10) days, where the student gives notice that they wish to appeal the decision, the suspension shall be stayed until the Board renders its decision unless, in the judgment of the Superintendent, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school and the notice and hearing shall follow as soon as practicable.

The Principal or designee must contact the parent(s)/guardian(s) to give notice of the suspension, to provide the reason for the suspension, and to establish a date and time for a conference with the principal or designee as a requirement for readmitting the student. No student shall be sent home without proper documentation of the particular misconduct and reason for the suspension.

The student shall remain in school until the end of the school day unless released into the care of his/her parent(s)/guardian(s). A student whose presence in a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises under the supervision of the appropriate legal authority.

Appeals Process for Suspension or Alternative Placement

Short Term Suspension Appeal:

Detentions, In-School-Suspensions and Out-of School Suspensions not exceeding ten (10) days are not open to appeal beyond the building principal.

Long Term Suspension Appeal (More than Ten [10] Days):

Any suspension of more than ten days entitles the student or parent(s)/guardian(s) to appeal the decision of the Superintendent to the Special Administrative Board. The student or parent must notify the Office of Parent and Student Engagement of their intent to appeal within five (5) business days from the date of the long term suspension. If the student or parent gives notice of his or her intent to appeal the suspension, the suspension shall be stayed until the Board renders its decision. However, if in the judgment of the Superintendent, the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student will be immediately removed from school and the hearing will follow as soon as practical.

In the event of an appeal to the Special Administrative Board, the Superintendent shall promptly transmit a full report in writing of the facts relating to the suspension, the action taken by him/her, the reasons thereof and the Special Administrative Board upon request, shall grant a hearing to the appealing party to be conducted as provided in Section 167.161, RSMo.

Parents/Legal guardians may pursue an appeal of a suspension of more than ten (10) days by:

- Using the form in the Student Code of Conduct (page 34) or requesting a form from the Office of Parent and Student Engagement, 801 N. 11th St., St. Louis, MO 63101.
- Completing the form with all information pertinent to the infraction.
- Returning the form to the Office of Parent and Student Engagement within five (5) business days from the date of the long term suspension.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the long-term suspension.

Appeal Process for Alternative Placement:

A student assigned to an alternative site due to a Type I infraction of the Student Code of Conduct may appeal placement to the Office of Parent and Student Engagement. The alternative placement will remain in effect until a ruling is made on the status of appeal. Students must enroll in the alternative placement until a ruling is made on the status of appeal. Parents/Legal guardians may pursue an appeal of either action by:

- Using the form on the following page or requesting a form from the Office of Parent and Student Engagement, 801 N. 11th St., St. Louis, MO 63101.
- Completing the form with all information pertinent to the infraction.
- Returning the form to the Office of Parent and Student Engagement within five (5) business days from the date of the alternative placement.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the alternative placement assignment. Notification of the status of the appeal will be sent to the guardian within ten (10) school days of receipt of the written appeal. (See appeal form on page 35).
- The decision of the Office of Parent Engagement shall be final and not subject to appeal.



Expulsion

Expulsion is permanent denial of school attendance.

Expulsion from School:

A student who has completed his/her expulsion term at an Alternative Education Setting and transitions to a Traditional School Setting is not automatically on probation.

Any expelled student attending an alternative education program and exhibiting disorderly conduct shall be dismissed from the alternative education program and shall not be permitted to return to the alternative education program until his/her period of expulsion has ended.

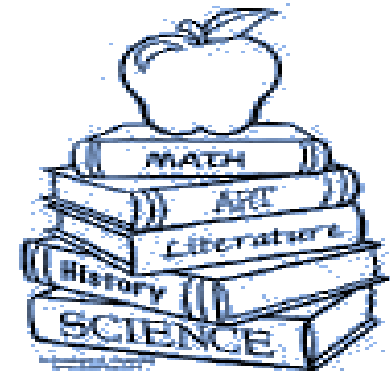
Any student, after being suspended for committing a Type I infraction, may be expelled upon recommendation by the school principal or designee. The principal or designee shall immediately suspend and recommend for expulsion a student who is found guilty of possessing any of the following on school property, on a school bus, or at a school sponsored event:

- A weapon (see glossary for weapons)
- Distribution and selling of drugs or alcohol
- Aggravated Assault
- Other Safe Schools Act Violations requiring expulsion

Expulsion from District:

Following notice to a student's parent(s)/guardian(s) and a hearing on the charges, the Board of Education may permanently remove a student from school. At the hearing, the Board will consider the evidence and statements presented by both student and school officials before making the decision to expel.

Note: No student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he/she seeks admittance.



Due Process Procedures for Expulsion

From School:

A principal cannot expel a student. A principal can recommend a student for expulsion from the school. If a principal recommends a student for expulsion the student will be suspended pending a District Discipline Conference for a recommendation for expulsion. The student will have a District Discipline Conference, in which the District Discipline Officer will determine if the recommendation for expulsion is upheld, modified, or reversed.

The due process procedures for recommendation for expulsion and District Discipline Conferences are as follows:

- The principal or designee must conduct a student conference and school-level investigation within a 24-hour period. Within 24 hours of completing the investigation, the appropriate documentation must be submitted to Innovative Pathways. If the paperwork is not submitted to Innovative Pathways with 48 hours, the student will be allowed to return to school (excluding special circumstances).
- A conference is conducted by the superintendent's designee, the District Discipline Conference Officer, within ten (10) days of the discipline infraction.
- The Discipline Officer will review the documentation submitted by the building principal and/or designee.
- The student shall remain on suspension until the conference takes place.

From District:

Following notice to a student's parents or guardians and a hearing on the charges, the Board of Education may permanently remove a student from school. At the hearing, the Board will consider the evidence and statements presented by both student and school officials before making the decision to expel.

Readmission or Permission to Enroll

If a student is attempting to enroll in the SLPS during a suspension or expulsion from another in-state or out-of-state school district, including a private, charter or parochial school or school district, a conference with the Superintendent or the Superintendent's designee will be held to consider if the conduct of the student would have resulted in a suspension or expulsion in the SLPS District.

Upon determination by the Superintendent or the Superintendent's designee that such conduct would have resulted in a suspension or expulsion in SLPS, the District will make such suspension or expulsion effective in the SLPS District. In such cases when students enter SLPS from another district, charter or parochial school with past suspensions or frequent violations of the Student Code of Conduct, these students may be placed in an alternative school for a time determined by the Office of Innovative Pathways.

SLPS will not readmit or enroll a student suspended for more than ten consecutive school days for an act of school violence or permit students to attend school without first holding a conference to review the conduct that resulted in the expulsion or suspension and any remedial actions needed to prevent any future occurrences of such or related conduct. The conference must include appropriate members of the school, the student and the parent/guardian.



Felony Offenses

No student will be readmitted or enrolled if the student was convicted of, charged as an adult or juvenile without final adjudication or convicted of juvenile conduct which, if committed by an adult, would constitute one of the following offenses:

- | | |
|---|---|
| 1. First degree murder (\$536.020, RSMo) | 6. Robbery, First degree (\$569.020, RSMo) |
| 2. Second degree murder (\$565.021, RSMo) | 7. Distribution of drugs to a minor (\$195.212, RSMo) |
| 3. First degree assault (\$565.050, RSMo) | 8. Arson, First degree (\$569.040, RSMo) |
| 4. Forcible rape (\$565.030, RSMo) | 9. Kidnapping (\$569.110, RSMo) |
| 5. Forcible sodomy (\$565.060, RSMo) | |

Nothing in this policy shall be interpreted to prevent the District from imposing discipline under the District's Student Code of Conduct for conduct underlying the above listed offenses even if the adult charge or juvenile petition has been dismissed or acquitted of the specific act in criminal or juvenile court, provided it is proved that the student shall be afforded all due process protections required by law.

The requirements of Individuals with Disabilities Education Act regarding students with disabilities takes precedence over the Safe Schools Act and the Saint Louis Public School Code of Conduct. This limits the district's ability to exclude these students without following the change in placement procedures required by law.

Individuals with Disabilities Act (IDEA) Compliance

It is the policy of the Board to provide a free, appropriate public education to students with disabilities. The District's programs and services available to meet the needs of these students will be in accordance with the **Individuals with Disabilities Education Act (IDEA)**, 20 U.S. C. §1400 et seq., as amended. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 and the Missouri State Plan for Special Education.

Under both IDEA and Section 504, school districts are required to conduct child find activities and an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21). This includes children residing in the District who are not attending school, students 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. If you have a child with a disability or know of a child with a disability who is not attending a public school, please request the Census Reporting form. This notice will be provided in native languages as appropriate.

For additional information, contact your child's principal or the Executive Director of Special Education Services, by phone at (314) 633-5344 or by mail to the Division of Special Education Services, Saint Louis Public Schools, 801 N. 11th Street, Saint Louis, MO 63101.

The Saint Louis Public Schools assures that it will provide a Free, Appropriate Public Education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. The District will conduct a free evaluation of any person between the ages of 3 and 21, who needs or is believed to need special

education or related services before taking any action with respect to the initial placement of the person in a regular or special education program, and will consider the need for evaluation before any subsequent significant change in placement. Examples of disabilities include autism, 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 a young child with a developmental delay.

The Saint Louis Public Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps Program.

The SLPS has developed a local compliance plan for implementation of the Missouri State Plan for Special Education. This plan may be reviewed at the Office of Special Education during regular business hours.

The St. Louis Public Schools assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians and students 18 years of age or older (eligible students). Parents/guardians and eligible students may request an amendment to the educational record if the parent/guardian or eligible student 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 Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605 or the Missouri Department of Elementary and Secondary Education Division of Special Education – Compliance, P.O. Box 480, Jefferson City, MO 65102 concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Students with Disabilities Eligible for IDEA:

Special Education students are expected to abide by the rules established in this handbook. However, state and federal law requires that certain procedures be followed when students with disabilities are suspended. For the purposes of this section, a student with a disability is a student who is eligible to receive services pursuant to Part B of the IDEA.

Suspension for Ten or Fewer Days:

Students with disabilities who violate any provision of this handbook may be suspended or removed from his or her current placement for up to ten school days using only the due process procedures afforded other students.

Suspension for More than Ten Days:

If a special education student is suspended or removed from his or her current educational placement for more than ten consecutive days the student will receive the due process afforded all students suspended for more than ten school days. The student will also receive educational services designed to enable them to continue to participate in the general curriculum and to progress toward meeting their IEP goals as required by law.

In addition, within ten days of the decision to suspend the student or change the placement of the student, a representative of the district, the parent and the relevant members of the IEP team will meet to determine whether the behavior at issue is a manifestation of the student's disability. If this group determines that the behavior is a manifestation of the student's disability, the IEP team will conduct a functional behavioral assessment and implement or revise a behavior intervention plan and return the student to the original placement.

If the group determines that the behavior was not a manifestation of the student's disability, the IEP team will determine what services will be provided and the appropriate setting in which those services will be provided. The IEP team may conduct a functional behavioral assessment and create a behavioral intervention plan.

Procedures applicable to suspensions or interim alternative placements of more than ten consecutive school days also apply to suspensions or alternative placements that exceed ten cumulative days in a school year, if the cumulative days constitute a pattern of suspension. To determine if a pattern of suspension has been created, the District will consider the duration and frequency of the suspensions or placements and the total amount of time the student has been removed for that school year.

Suspension Alternative:

In addition to suspensions, special education students may be placed in an interim alternative setting for up to 45 school days for carrying or possessing a weapon as defined in 18 U.S.C. § 930, knowingly using, possessing, selling or soliciting the sale of certain illegal drugs identified under Schedules I-V of Section 202(c) of the Controlled Substances Act, or inflicting serious bodily injury upon another person.

Once placed, the student will stay in the interim alternative setting even if the behavior was a manifestation of the disability.

Parent Appeal:

Parents may appeal discipline procedures in accordance with policies governing the suspension of all students and through procedures available pursuant to IDEA. Parents will be provided a copy of procedural safeguards.

Protection of Students not yet Identified as IDEA Eligible:

Students who have been identified as disabled may be subjected to the same disciplinary measures applied to students without disabilities if the District did not have prior knowledge of the disability. If the District is deemed to have knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action, the student may assert any of the protections for students with disabilities in the area of discipline provided that:

- The parent has expressed a concern in writing that the student needs special education services; or
- The parent has requested an evaluation; or
- The student's teacher or other school staff has expressed concern about the student's behavior or performance to the Director of Special Education or to other supervisory personnel in accordance with the District's established Child Find or special education referral system.

The District would not be deemed to have knowledge that the student is a student with a disability if:

- The District conducted an evaluation and determined that the student was not a student with a disability; or
- The District determined that an evaluation was not necessary and provided proper Notice of Action Refused; or
- The parent of the student has not allowed an evaluation of the student pursuant to the IDEA or has refused services.

Dangerous Students:

If a school district believes the student will injure himself or others, the district may request an expedited due process hearing seeking a change of placement in accordance with procedures established under federal and state law.

Stay-Put Provision:

When a parent requests a due process hearing regarding the discipline action to challenge the interim alternative educational setting or the manifestation determination and when the student is disciplined for weapons, drugs, behavior causing serious bodily injury to others or because they are a danger to themselves or others, the student will remain in the alternative educational setting pending the hearing decision of the hearing officer or until expiration of the time period of the interim alternative educational setting, whichever comes first (unless the parties agree otherwise). The State Educational Agency shall arrange for an expedited hearing, which shall occur within twenty (20) days of the date the hearing is requested and shall result in a determination within ten (10) school days after the hearing.

Individual Education Program (IEP) Team Members and Responsibilities

The IEP team must include a District representative, a regular education and a special education teacher, and the parent(s)/guardian(s). Where appropriate, the student, specialized service providers, and others who have knowledge that may assist the team may be included. The IEP Team must:

- Determine whether the behavior was a manifestation of the student's disability.
- Conduct a functional behavior assessment if an assessment was not already done.
- Review/Revise the current Behavior Management Plan or develop a plan to address the behavior leading to the disciplinary action.
- Review current services to determine if appropriate or make changes as needed.
- Determine disciplinary actions beyond short-term suspension if needed.

Manifestation Determination:

The District, parent(s)/guardian(s), and relevant members of the IEP Team may determine that the behavior of the student was a manifestation of the student's disability only if:

- The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the LEA'S failure to implement the IEP.
- The determination is that the conduct was not a manifestation of the student's disability; the IEP team must conduct a functional behavior assessment and develop a behavioral intervention plan. If student already has a behavioral intervention plan, it should be modified as necessary to address the behavior.

If the IEP Team determines that the conduct was not a manifestation of the student's disability, the relevant disciplinary procedure applicable to students without disability may be applied in the same manner for the same duration, except services must be provided to ensure the student receives a free, appropriate public education.

Building administrators (principals, assistant principals, disciplinarians, etc.) are not to serve as a member of the Manifestation Determination Review Committee or participate in the decision; however, they may participate to provide information regarding the incident. Committee members MUST include at minimum: a person who is knowledgeable about the student, a person who is knowledgeable about the student's disability, and the parent(s)/legal guardian(s). The school social worker, school nurse, school counselor, and any other person deemed appropriate may serve as committee members to provide pertinent student information that should be considered in the final decision.

Missouri State High School Activities Association Eligibility

The middle and high schools of the St. Louis Public School District are members of the Missouri State High School Activities Association (MSHSAA). MSHSAA's eligibility requirements have been voted on by the member schools and were adopted by SLPS schools when the district became a MSHSAA member. SLPS schools may also have additional local school requirements that must be complied with in order to be eligible.

Eligibility Requirements:

1. Bona Fide Student – In order to represent an SLPS school, the student athlete must be a bona fide student and meet all eligibility requirements. The student athlete must be enrolled in and regularly attend classes at the member school he/she wishes to represent and he/she must meet the academic requirements in MSHSAA By-Law 2.3 and those of the SLPS District.
2. Citizenship – The student athlete must be a creditable citizen. Creditable citizens are those students whose conduct – both in school and out of school – will not reflect discredit upon themselves or their school.

Note: Conduct involving law enforcement must be reported to your principal or athletic director immediately as your conduct may affect eligibility or contest outcomes.

For additional information, please contact the building principal or athletic director. The District Athletic Director may be reached at (314) 345-4405 or 4418. You may also visit the Missouri State High School Activities Association website www.mshsaa.org.

Activities and Athletics

Appeal of Long Term Suspension of More than Ten (10) Days

Student Name _____

D.O.B. _____

Parent/Guardian Name: _____

School: _____

Address: _____

ZIP: _____

Telephone (Home): _____ (Cell): _____

(Work): _____

Infraction: _____

Basis of Appeal (attach any additional information):

Parent/Guardian Signature: _____

Date: _____

Written appeals must be received by the Office of Parent and Student Engagement within five (5) business days of notification of the long-term suspension.



Appeal of Alternative Placement

Student Name _____

D.O.B. _____

Parent/Guardian Name: _____

School: _____

Address: _____

ZIP: _____

Telephone (Home): _____ (Cell): _____

(Work): _____

Infraction: _____

Basis of Appeal (attach any additional information):

Parent/Guardian Signature: _____

Date: _____

Written appeals must be received by the Office of Parent and Student Engagement within five (5) business days of notification of the alternative placement.



Policy on Participation in Graduation Exercises

Participation in graduation exercises is a privilege - not a right. Students participating in commencement exercises shall complete all requirements for graduation as established by the Missouri Department of Education and Saint Louis Public Schools and shall not have been assigned to an alternative school during any portion of the current school year. Students in an alternative school are eligible to participate in a graduation organized and held through an alternative school. Students shall pay all assessed fees and shall not be under suspension. Students in a dropout recovery program are not eligible to participate in regular graduation but are eligible to participate in a graduation organized and held through an alternative school.

Students on out-of-school suspension for Type I, II, or III misconduct will not be permitted to participate in commencement exercises and related activities. If the suspension prevents completion of academic work necessary for graduation, this disciplinary consequence may affect a student's graduation or receipt of a diploma.

Students not permitted to participate in commencement exercises may still receive a diploma and any other honors that were otherwise earned by the student, if such student has successfully completed the minimum curriculum requirement of the Missouri Department of Education and the Special Administrative Board. An alternative school shall allow students to participate in a separate commencement ceremony.

To qualify as Valedictorian or Salutatorian of the senior class, a student must complete at least six (6) consecutive semesters at the high school from which the student will graduate.

GRADUATION REQUIREMENTS CLASS OF 2010 & BEYOND

Communication Arts	4.0
Electives	7.5
Fine Arts	1.0
Health	0.5
Mathematics	3.0
Personal Finance	0.5*
Physical Education	1.0
Practical Arts	1.0
Science	3.0
<u>Social Studies</u>	<u>2.5</u>
Total	24

Grade Level Classification

Freshman	0 to 6 credits
Sophomore	7 or above
Junior	13 or above
Senior	19 or above



Note: Students must also pass the Missouri and U.S. Constitution tests.

*Personal Finance is a Social Studies credit.



Parental and Eligible Student Rights under FERPA

Under the Family Educational Rights and Privacy Act (FERPA), parents have various rights with respect to the privacy of their children's education records. In addition, the child may also have these same rights if they are considered an eligible student. An eligible student is defined in Board Regulation R5125.1.1. as "any current or former student who is 18 years of age or older unless such student is a special education student and is legally determined to be incompetent to make privacy decisions for himself or herself and for whom legal guardianship or conservatorship is required beyond the age of eighteen." The rights of parents and eligible students include those described below:

Inspect and Review of Records:

Under FERPA, parents or eligible students have the right to inspect and review the student's education records. The procedures to inspect and review a student's record are set forth in Board Regulation R5125.2.

Request and Amendment:

Under FERPA, parents or eligible students have the right to request an amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights. The procedures to amend a student record are set forth in Board Regulation R5125.5.

Consent to Disclosure:

Under FERPA, parents or eligible students have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent applicable state or federal law authorize its release without consent. Board Regulation R5125.1.1 sets forth when personally identifiable information can be disclosed without parental or eligible student consent. One of the exceptions to the prior consent requirement is that personally identifiable information can be disclosed to school officials who have a legitimate educational interest in such records. Under Regulation R5125.2, "school officials" is defined as follows:

- *School administrators, teachers and counselors who are employed by the Board of Education and who are working directly with students in an administrative, teaching, counseling and/or diagnostic capacity.*
- *Other professional staff members employed by or under contract with the District to perform a special task such as an attorney, auditor, medical consultant, evaluators, psychologists, social workers and therapists whose duties require that they have access to student records.*
- *A person who is employed by the School District's law enforcement unit.*
- *Administrative office staff and clerical personnel who are employed by the Board and whose duties require that they have access to student records for the purpose of processing information for student records.*
- *The members of the Board, the Superintendent of Schools, Deputy and Associate Superintendents and their agent and representatives who are employed by the Board, whose duties pursuant to the general supervision of the school system require access to student records.*

A "legitimate educational interest" is whether the information in question is required or would be helpful to the official in the performance of his or her duties for, or related to, District business. Another exception to the prior consent requirement is when copies of official student records are to be transferred, on

request, to officials of another school or school district in which a student enrolls or expects to enroll. Upon request, the parent or eligible student will be provided with a copy of the student records that were transferred and upon request will be given an opportunity for a hearing under Regulation R5125.5.

Directory Information:

Under FERPA, school districts have the right to determine and release student “directory information” to third parties “upon written request.” In accordance with federal law, the Board has designated the following as directory information:

- Student’s name
- Major field of study
- Participation in officially recognized activities/sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student

In accordance with Board policy, directory information will be disclosed to third parties. However, parents and eligible students have the right to inform the District that it should not release their child’s directory information to third parties. Such a request should be directed in writing to Student Accounting, 801 North 11th Street, St. Louis, Missouri 63101.

Military Recruiters:

Federal law requires that the Board release upon request students’ names, addresses and telephone listings to military recruiters or institutions of higher education. However, parents or eligible students have the right to inform the District that it should not release the student’s name, address and telephone listing to military recruiters, or institutions of higher education. Such a request should be directed in writing Pupil Accounting, 801 N. 11th Street, St. Louis, Missouri 63101.

Complaints:

Under FERPA, parents and eligible students have the right to file with the U. S. Department of Education a complaint under 34 C.F.R. §§ 99.63-99.64 concerning alleged failures by the District to comply with FERPA and its implementing regulations.

Copy of Policies:

Under FERPA, parents and eligible students have the right to obtain a copy of the Board Policies and Regulations concerning student records. Copies of policies and regulations can be found at the Board of Education’s main office or on the Internet at the District’s home page.

SLPS No Child Left Behind (NCLB) Programs Complaint Procedures

The Federal No Child Left Behind Act of 2001 (NCLB) requires that school districts have board-adopted written procedures to resolve allegations of violations of requirements under this law. The District must disseminate the complaint procedures to parents and appropriate officials or representatives. Copies of these procedures should also be available upon request to the Missouri Department of Elementary and Secondary Education (DESE) Director of Federal Grants Management Section. The following should serve as a guide for resolving complaints under Title IX Part C Section 9304(a) (3) (c) for programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title X (Part C).

What is a complaint for Purposes of this Policy?

A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied or misinterpreted by school district personnel. There are both formal and informal complaint procedures.

A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied or misinterpreted.

Who May File a Complaint?

Any parent or guardian, surrogate parent, teacher, administrator, school board member or other person directly involved with an activity, program or project operated under the general supervision of DESE may file a complaint.

How are Complaints Filed?

A complaint alleging that local school district officials have violated or misinterpreted a state or federal law or regulation must first be filed with local district policy. (See attached District policy.) If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. Before accepting such a complaint, DESE will ask for evidence of an attempt to resolve the issue at the local level. If the parties have not attempted in good faith to resolve the complaint at the local level, DESE may require the parties to do so and may provide technical assistance to facilitate such resolution.

A question about local school district policies, rules or parties which are not based on federal or state laws or regulations is not a complaint within the meaning of this policy and must be settled at the local school district level.

Citizen's Complaint Procedures:

STEP 1: *Informal Conference (Day 1-5)*

Anyone wishing to lodge a complaint should contact the responsible administrator at the appropriate school location or administrative office. Within five days, the responsible administrator shall conduct an informal conference with the citizen and the person against whom the charge is directed (if appropriate, in some instances complaints may not be directed against a person). If the complaint is resolved, the process ends. If the complaint is unresolved the citizen may request a formal hearing by completing Section I of the Citizen Complaint Form.

STEP 2: *Formal Complaint Hearing (Days 6-16)*

Upon appeal, the responsible administrator shall conduct a formal hearing, within five days. Those present should include the citizen lodging the complaint and any witnesses designated by the citizen or the responsible administrator.

The responsible administrator shall notify the citizen, in writing, of the decision regarding the complaint, within five days of the hearing.

If the complaint is not resolved, the responsible administrator completes Section II of the Complaint Form and forwards it to the Deputy and Associate Superintendents. The Deputy and Associate Superintendents will determine which of the three options will be utilized for complaint resolution.*

1. Deputy and or Associate Superintendent - because the resolution of the complaint exceeds the authority of the administrator.
2. Superintendent - because resolution of the complaint involves district-wide administrative procedures.
3. Complaint Subcommittee of the Special Administrative Board of the Transitional School District ("Board") - because resolution of complaint involves Board Policy.

*The Superintendent's designee and the Superintendent should receive copies of all complaints forwarded regardless of their destination. The Missouri Department of Elementary and Secondary Education will be notified within fifteen (15) days after receipt of complaints.

Thus depending upon the nature of the complaint it will be forwarded to either A, B, or C for FINAL RESOLUTION.

STEP 3: Formal Hearings by Deputy and Associate Superintendents (Days 17-27)

- A. Upon the appeal, the Deputy or Associate Superintendent conducts a formal hearing involving the citizen and essential witnesses. This hearing shall take place within 5 days of the receipt of complaint. Within five days after the hearing, the Deputy or Associate Superintendent shall render a final decision to the citizen in writing.

OR

STEP 3: Formal Hearing by Superintendent (Days 17-27)

- B. Upon the appeal, the Superintendent conducts a formal hearing involving the citizen and essential witnesses. This hearing shall take place within 5 days of receipt of complaint. Within five days after the hearing, the superintendent shall render a final decision to the citizen in writing.

OR

STEP 3: Formal Review by Complaint Subcommittee of the Special Administrative Board (Days 17-27)

- C. Upon the appeal, the Complaint Subcommittee shall review the complaint and consult with appropriate administrative staff regarding the complaint. The Complaint Subcommittee shall conduct a formal hearing within five days of the appeal and within five days following the hearing, shall render a final decision. The citizen shall be notified in writing of the Subcommittee's decision. Copies should be forwarded to each of the administrators involved in the appeal process.

No Child Left Behind Citizen Complaint Appeal Form

Section 1: to be completed by person lodging the complaint

Name: _____

Date: _____

Address: _____

Zip Code: _____

Telephone (Home): _____ (Cell): _____

(Work): _____

Nature of Complaint:

Printed Name: _____ Signature: _____

Section 2: to be completed by responsible administrator after the formal hearing if the complaint is not resolved

Administrator Name: _____

Date: _____

Location: _____

Telephone: _____

Results of Formal Hearing:

I am forwarding this complaint to (Name): _____

Administrator's Signature: _____



Section 3a: to be completed by Associate Superintendent

This complaint should be resolved by:

_____ Deputy Superintendent	REASON: _____
_____ Superintendent	_____
_____ Board of Education Complaint Subcommittee	_____
(Signature)	(Date)

SECTION 3b: to be completed by the Deputy Superintendent, Superintendent or Complaint Subcommittee

Administrator Name: _____	Date: _____
Location: _____	Telephone: _____
Disposition of Complaint: _____	

Signed: _____	Date: _____
The individuals were notified of decision on/by _____	_____
(Signature)	(Date)

Please forward a copy of this completed form to each administrator involved in this complaint and also to the Deputy Superintendent of Academic Services, Associate Superintendent and the Superintendent.

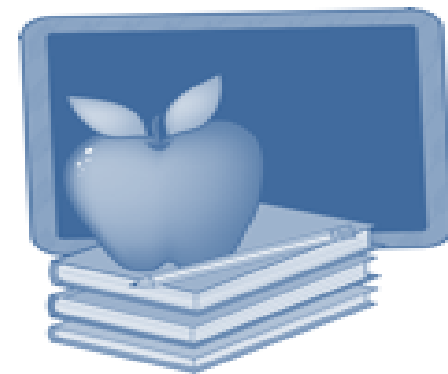
STANDARD COMPLAINT RESOLUTION PROCESS AS IT APPLIES TO DISPUTES REGARDING THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

The following is the complaint resolution process recommended by the Department of Elementary and Secondary Education (DESE) when a dispute arises regarding the education of a homeless child or youth.

- I. School District Level – Every effort must be made to resolve the complaint or dispute at the school district level before it is brought to DESE. It is the responsibility of the school district (the district) to inform the complainant of the district’s Complaint Resolution Procedure when a question concerning the education of a homeless child or youth arises.
 - A. Notify the district’s homeless coordinator, (314) 345-5750. The homeless coordinator serves as a liaison between the homeless child and the school the child attends. Someone in the school or in the Superintendent’s office will be able to identify the homeless coordinator.
 1. Request a copy of or access to the district board of education policies addressing the education of homeless children and youths and review them. Make an appointment with the homeless coordinator to discuss the complaint.
 2. If the dispute is not resolved after the initial discussion with the district’s homeless coordinator, the complainant can file a complaint in writing to the district’s homeless coordinator for further review.
 3. In the complaint include a request that a written proposed resolution of the dispute or a plan of action be provided within five (5) days* of the date the complaint was received by the district’s homeless coordinator. A review of the proposal or plan of action with the homeless coordinator should follow.
 - B. If the dispute is not resolved at the homeless coordinator level, the complaint may be forwarded to the superintendent of the district for review followed by a meeting with the superintendent to discuss the dispute. The complainant should request from the superintendent a written resolution within five (5) days* of the date of the discussion.
 - C. If the dispute is not resolved at the Superintendent level, the complainant may take the matter before the school district board of education for resolution.
- II. State Level – If the dispute is not resolved in a satisfactory manner at the school district level, the complaint may be brought to DESE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken.
 - A. Address the complaint to the State Homeless Coordinator, Federal Discretionary Grants, P.O. Box 480, Jefferson City, Missouri
 - B. Include in the complaint:
 1. A detailed description of the dispute
 2. The names(s) and age(s) of the children involved



3. The name(s) of involved school district personnel and the district(s) they represent.
 4. A description of attempts that were made to resolve the issue at the school district level.
- C. The Director of Federal Discretionary Grants (the Director) will inform the involved school district(s) of the complaint. The director or the director's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.
 - D. Within thirty (30) days* after receiving a complaint, the director will resolve the complaint and will inform the parties, in writing, of the decision.
 - E. If a complainant disagrees with the director's decision, the complainant may, within ten (10) working days, appeal the decision to the Deputy Commissioner of Education. This appeal must be in writing and state why the complainant disagrees with the decision.
 - F. Within (30) days** after receiving the appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.
 - G. While the dispute is ongoing, the child(ren) in question must be enrolled in school. If the dispute revolves around which school is the school of best interest for the child, the child shall remain in the school they currently attend until the dispute is resolved, unless arrangements already implemented allow the child to attend the school of origin.
- * The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.
- ** Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time.



Glossary of Terms

Accommodations – shall mean changes in how a test is administered that do not substantially alter what the test measures, includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to provide equal opportunity to demonstrate knowledge.

Aggravated Assault – shall mean an act that causes serious physical harm or creates a substantial risk of serious physical harm to another member of the school community.

Alcohol – shall mean the use, possession, distribution and sale of alcohol is prohibited on school premises. In accordance with Board of Education policy, administrative procedures apply in dealing with pupils involved with alcoholic beverages or intoxicants of any kind while on school premises. School Board R5131.6.3

Alternative School Placement – shall mean a school or program that is focused on promoting student behavior, attendance, and academic performance

Arson – shall mean the willful burning or attempt to maliciously burn or set fire to a school building or property located on school grounds or any property rented by or on loan to the district.

Battery – shall mean the unlawful beating or other use of violent force on another person

Behavior contract – shall mean a written document between the teacher, student, and parent(s) /legal guardian(s) which specifies: expected behaviors(s), positive and negative consequences, and time frame of the contract with review date.

Behavior Intervention Plan (BIP) – shall mean a plan that is the result of a FBA. BIPs are written documents that describe the inappropriate behavior

to be changed as well as strategies or interventions implemented to address the target behavior. BIPs are developed by either the classroom teacher or a team of school personnel who assist the teacher in proactively, consistently, and effectively addressing inappropriate behavior. BIPs aid in communicating behavioral expectations to individual students or an entire classroom and also communicate the consequences of achieving the goal or objective. In addition, BIPs allow frequent feedback regarding the effectiveness of the management strategies being employed, assist in documentation of student or class progress and provide useful guidelines for interacting with students.

Bomb Threat – shall mean making a false statement regarding the possession or location of a bomb or explosive device on school property, at any school sponsored activity or any vehicle in service on behalf of the SLPS District.

Bullying – shall mean intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyberthreats. Board Policy 5131.

Burglary – shall mean the unauthorized entering of any school structure, vehicle, or property, movable or immovable, with the intent to commit a felony or any theft therein.

Case Coordination – shall mean monitoring, communication, and support between family, school(s), and outside community agencies.

Change of Placement – shall mean when either the school removes the student from his or her educational placement for more than ten (10) consecutive school days or the school removes the student from his or her

educational placement on several occasions that constitute a pattern and add up to more than ten (10) school days.

Character Education – shall mean a curriculum approach to teach students to understand, commit to, and act on shared ethical values. Typical core values include respect, responsibility, trustworthiness, fairness, caring, and community participation.

Charter School – shall mean an independent school that is publicly funded. Charter schools must follow the same state law regarding discipline and the same state and federal law regarding special education.

Cheating – shall mean the use, submission or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher.

Check-In/Check Out (CICO) – shall mean a positive behavioral support for students who demonstrate moderate behavior problems. It is intended to provide frequent reinforcement for compliance with behavioral goals.

Code of Conduct/"Code" – shall mean this Student Code of Conduct.

Corporal Punishment – shall mean the use of or threat of physical force for the purposes of discipline or punishment. Furthermore, the use of physical restraint by trained staff shall not be considered as Corporal Punishment. Board Policy P5144.

Corrective Strategies – shall mean a list of strategies to be used as alternative s to suspension and expulsion.

Crisis Prevention Institute (CPI) – a training organization that specializes in non-violent crisis interventions.

Cyber bullying – shall mean is the sending, sharing or posting of harassing, harmful, threatening or cruel messages, texts or images using the Internet or other digital or electronic communication devices. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that (1) have the purpose

or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose and effect of unreasonably interfering with an individual's work or a student's school performance, or (3) interfere with school operations. Vandalism is any attempt to harm or destroy the operating system, application software, data, or any other purposeful action that adversely impacts the District's computer resources. Cyberthreats are electronically transmitted or online materials that threaten or raise concerns about violence against others, suicide or self-harm. Board Policy 5131.

Day – shall mean calendar day unless otherwise indicated as school day or business day.

DESE – Department of Elementary and Secondary Education

Detention – shall mean a form of discipline in which a student is required to spend extra time at school. A detention may take place before or after the school day, on the weekend (traditionally known as Saturday School) and during breaks in the school day, such as lunch (the student must not be deprived of having lunch). Detention is usually considered one of the milder forms of disciplinary action available to a school.

Discipline – shall mean the steps, action, or training teachers, administrators, support staff, and parents/ legal guardians implement to enhance student academic, social, moral, or mental improvement.

Disobedience – shall mean deliberate choice to break a rule or disobey a directive given by a person in authority

Disrespect for Authority – shall mean talking back, mocking, or gesturing; any act which demonstrates a disregard or interference with authority or supervising personnel.

Disorder/Disruption – shall mean intentional acts or conduct in the classroom, in the school building or upon school grounds that disrupts the educational process.

District – shall mean St. Louis Public School District.

District Discipline Conference – shall mean the due process proceeding for a Type I infraction.

Drugs – shall mean the illegal possession, use, distribution and sale of drugs, including unauthorized prescription drugs, inhalants, intoxicants of any kind (whether or not the primary intended purpose of the intoxicant is intoxication), controlled substances or imitations of any of these on school premises is not permitted. The possession, use, distribution and sale of drug-related paraphernalia are also prohibited. Any one found in violation of this regulation shall be subject to suspension and/or expulsion from school in the manner provided by board policy and regulation and any other applicable provisions of the law. School Board R5131.6.1

Due Process – shall mean an established course for proceedings designed to protect the legal rights of the individual.

Due Process Hearing – shall mean a formal hearing to resolve special education disputes between parents and schools. IDEA 2004 includes rules of procedure for resolving such disputes. These rules include mediation, due process hearing and appeals to state or federal court. A due process hearing is usually a formal, contested trial.

Electronic Communication Devices – shall mean any devices not provided by the District that includes, but not limited to radios, walkmans, DC players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital assistants, cellular telephones, blackberries, and laptop computers, as well as any new technology developed with similar capabilities. Students shall not possess, transmit or use any type of portable electronic communications system on school premises or any SLPS sponsored event, excluding after school athletic events.

Exceptionality – shall mean a student's special learning needs identified through the Multi-Disciplinary Evaluation process. There are several types of exceptionalities, including Autism/Asperger's Syndrome, Emotional Disturbance, Gifted and Talented, Specific Learning Disability and Mental Disability.

Expulsion – shall mean any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently.

Extortion – shall mean obtaining or attempting to obtain money, property of value from an unwilling person or forcing an individual to act either by physical force or intimidation (threat).

Fighting – shall mean physical conflict including but not limited to hitting, pushing, shoving, tripping and other physical acts between two or more persons that does not cause physical injury in which both parties have contributed to the conflict, either verbally or by physical action.

Fireworks – shall mean any poppers, firecrackers, rockets, sparkers, smoke bombs or other types. These items are considered weapons.

Fraud/False Identification/Forgery – shall mean making, completing, altering or authenticating any writing so that it purports to have been made by another; purporting to be another student by not telling the truth or giving the correct name.

Free and Appropriate Public Education (FAPE) – shall mean the standard of education that schools must provide to children with special needs or exceptionalities. The school must create a specific plan to address the child's learning needs, place them in the appropriate educational setting for their needs, and deliver special education and related services required for the child to learn. FAPE differs for each student and ensures that all students with disabilities receive an appropriate public education at no expense to the family.

Gambling – shall mean playing any game of chance or skill for money or anything of value including but not limited to games of cards or dice.

Gang – shall mean any ongoing organization of two or more students which has an identifiable name or identifying sign or symbol or whose members individually or collectively engage in or have engaged in a pattern of activity that endangers or disrupts the safety of the school or members of the school and general community. Gang activities include:

- Wearing or displaying any clothing, jewelry, colors or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang
- Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang. A student may not display gang affiliation on his or her school notebooks, textbooks, or personal items.
- Engaging in activity or discussion promoting gangs by two or more persons.
- Recruiting students for gangs or anti-social behavior.

Group Fight – shall mean a severe attack of several students engaging in the use of physical force or the unlawful beating of others with the intent to harm or cause injury with or without the use of weapons or other objects (including, but not limited to guns, knives, brass knuckles, razor blades, batons, mace, pepper spray, etc.).

Harassment – shall mean a demand of sexual favors, threatening or intimidating gestures or behavior that creates a hostile school environment because of someone’s gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political belief.

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

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing consumption of any food, liquor, drug or

other substance; forcing inhalation or ingestion of tobacco products; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing may occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization. Board Policy 5131.

Horseplay – shall mean rowdy, rough, or boisterous play

Home-to-School and School-to-Home Communication System – shall mean communication with families regarding school programs and student progress through effective home-to-school and school-to-home communications.

Indecent Exposure – shall mean knowingly exposing the genitals, breasts, buttocks, and/or sagging under circumstances in which such actions are likely to cause an affront or alarm. Also, see-through or mesh garments, midriff blouses or shirts, tank tops, spaghetti straps, exposure of undergarments of any type, cleavage, low-riding pants, and clothing with obscene or suggestive statement or symbols are prohibited. Also prohibited is any apparel that advertises or promotes sex, drugs or alcohol. Shoes must be worn at all times.

Individualized Accommodation Plan (IAP) – shall mean a written plan developed by a group of individuals who have knowledge of a student’s disability, knowledge of the student that addresses the student’s disability and documents specific accommodations and modifications to be provided in school so that the student benefits educationally.

Individualized Accommodation Plan (IAP) Committee – shall mean a group of individuals who review and discuss all relevant student data that results in the development of an IAP.

Individualized Academic Plan (IAP) – shall mean a written plan developed by a group of individuals who have knowledge of a general education student’s abilities.

Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004) – shall mean federal law governing how states and public agencies provide all children with disabilities a FAPE that emphasizes early intervention, special education, and related services designed to meet their unique needs and prepare them for employment and independent living. IDEA 2004 provides funds to assist states in addressing the educational needs and rights of children with and addresses 13 specified categories of disability.

Individualized Education Plan (IEP) – shall mean a written plan developed by school staff, parents/legal guardians, and the student that outlines the student’s abilities, goals and objectives, how progress will be measured, and how the team will work together to meet these goals.

IEP Team – shall mean a group of individuals who are responsible for developing, reviewing, and revising the IEP for a student with special needs. The IEP Team must review each student’s progress, as needed, to determine current progress and future needs. The review should also consider whether annual goals for the student are being achieved, staff and parental concerns regarding the student’s progress, the results of any re-evaluation conducted, and any changes that need to be made. By law, the IEP Team must include the following individuals:

- At least one general education teacher, if the student is (or will be) participating in the general education environment
- At least one special education teacher or provider
- A representative of the LEA who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of LE resources
- Parent(s) /legal guardian(s)
- The student, as appropriate
- Someone who is able to interpret the instructional implications of evaluation results
- Other individuals whom the parent(s)/legal guardian(s) or the school chooses to invite

In-School Suspension – shall mean the temporary removal of a student from his/her assigned classes and the placement of a student an approved ‘time-out’ program, usually at the same school. In-School-Suspension is considered an alternative to out-of-school suspension and is considered the last step before out-of-school suspension.

Insubordination – shall mean willful or continue willful disobedience of any reasonable request or regulation, or voicing of disrespect to those in authority.

Interim Alternative Educational Setting (IAES) – shall mean any public or private elementary or secondary school offering a more structured program of study than a traditional school.

Least Restrictive Environment (LRE) – shall mean federal law (IDEA 2004) mandates that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate based on the student’s needs. This is known as the Least Restrictive Environment (LRE). The IEP Team (including the parent) determines the placement that the student needs to provide the services on the student’s IEP and the team must choose the LRE able to provide those services. This means the student should attend the school he/she would attend if non-disabled; unless the team determines that the nature of the student’s disability will not allow that student to have a successful educational experience in that environment.

Local Education Agency (LEA) – shall mean a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political sub-division.

Manifestation Determination Review (MDR) – shall mean a safeguard to ensure that students are not being punished because of their exceptionalities. An MDR examines the child’s behavior and previously documented information about the student in an effort to determine whether the behavior for which the student is being disciplined is not a manifestation of the student’s disability. The MDR Committee consists of the parent and at least two individuals, one who is familiar with the

student's behavioral patterns and one who is knowledgeable of the student's exceptionality.

Manifestation Determination Review (MDR) Committee – shall mean a group of individuals who meet to determine if the behavior for which disciplinary action is taken is or is not a manifestation of the student's disability; every effort must be made by the school to have the parent(s)/legal guardian(s) participate in the decision.

Member of the School Community - shall include but not limited to any student, parent, teacher, administrator, or employee of the District or visitor at any school.

Modifications – shall mean substantial changes in what the student is expected to demonstrate; includes changes instructional level, content, performance criteria, and alternate assessments; may include changes in test form or format.

Multi-Disciplinary Evaluation (MDE) – shall mean an assessment of a student's current functioning levels, strengths, and educational needs. Federal and state regulations require that a comprehensive evaluation be conducted to determine if a student has a disabling condition which qualifies him/her to receive special education services. A re-evaluation should occur at least every three (3) years.

Murder – shall mean the unlawful killing of another human being.

NCLB – No Child Left Behind

Out-of-School Suspension – shall mean the temporary removal of a student from school. Suspensions are limited in time and the student should be able to return to school after the term of suspension is completed. During the suspension period, students are not allowed on any school property.

Personal Display of Affection – shall mean inappropriate show of affection.

Personal Searches – shall mean the district administrators or security personnel may search the person or personal effects of a student when,

based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule or a district policy. Searches may be conducted by metal detectors and/or by hand.

Physical Assault – shall mean unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict.

Placement – shall mean if a student is receiving special education or related services under IDEA 2004, the student's placement is the educational setting that the IEP Team determines is best for the student, as reflected in his/her written IEP. Placement does not mean the room the student is in, but the program and services most appropriate for him/her as stated in the IEP.

Placing Another in Danger – shall mean students engage in or attempting to engage in any conduct, which endangers the health, safety, or welfare of any member of the school community including but not limited to retaliation against a member of the school community for his/her participation in an investigation, academic or disciplinary proceeding.

Possession – shall mean physical control over property (whether lost, found, or stolen), such as clothing, lockers, or bags and the contents contained therein.

Positive Behavior Intervention & Support (PBIS) – shall mean a school system's approach to creating and maintain a climate of safety and learning in our schools. Use of PBIS is a 'best practice' that decreased the need for more intrusive or aversive intervention (i.e., suspension) and can lead to both systemic as well as individualized change.

Probationary Status – shall mean a process of being re-admitted to school on terms and conditions stipulated by the District Discipline Conference Officer and agreed to in writing by the student and the student's parent(s)/legal guardian(s) responsible for the student's attendance.

Probation Violation - shall mean the act of a student breaking or breaching the written contractual agreement among the student, parent(s)/legal guardian(s), and school which was previously accepted by all parties upon conclusion of the student's District Discipline Conference.

Racial Harassment – shall mean unwanted behavior, speech, written or pictures directed at someone because of their race, color or nationality. It is about intimidation, control, misuse of power and the attempt to deny equality. It can be blatant, or subtle, one incident or a pattern.

Rape/Forced Sexual Acts – shall mean committing or attempting to commit forcible rape as defined in section 566.030, RSMo or forcible sodomy as defined in section 566.060, RSMo.

Re-evaluation – shall mean the process of determining whether a student continues to have a disability and continues to require special education and related services. A re-evaluation is conducted to 1) identify how the student is functioning in school, 2) identify the student's educational needs, and 3) identify any changes in the student's IEP to assist in meeting the annual goals and objectives included in the IEP and participating, as appropriate, in the general curriculum.

Reflective Activity – shall mean an assignment designed to give the student an opportunity think critically about an instance in which he/she broke a rule. The assignment should guide the student towards determining an appropriate behavior for the given situation instead of the behavior that broke a school rule.

Related Services – shall mean developmental, corrective, and other supportive services that assist a student with a disability. Related services include: speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation, early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical series for diagnostic or evaluation purposes; school health services; social work services in schools' parent(s)/legal guardian(s) counseling and training; and transportation.

Response to Intervention (Rti) – shall mean a process that provides high-quality research-based instruction and interventions that are matched to a student's needs. This process incorporates data developed to examine the student's learning rate over time to make appropriate educational and instructional decisions regarding assistance to at-risk students.

Restorative Justices Practices – shall mean bringing together people when relationships are damaged by the specific actions of one or more people. An effective restorative intervention is one that leads to mutual understanding and an agreed-upon, feasible plan to make things right. A successful restorative process is one in which agreements are kept and relationships are restored—things are “made right.”

Robbery – shall mean an act of instance of illegally taking another's property by the use of intimidation or violence.

Saturday School – see listing for “Detention.”

School Bus Suspension – shall mean a corrective strategy in which a student is not allowed to ride the school bus for a specified period of time.

School Day - shall mean a day when children attend school for instruction purposes.

School Grounds – shall mean any property owned or utilized by the District or property utilized by any vendor under contract with the District.

School Level Investigation – shall mean a detailed search or examination of questionable student activities/incidents (at school, during school, or at school related functions) to discover related facts; the investigation is conducted by the school administrator/designee.

School Privileges – shall mean any school related activity or program including but not limited to graduation ceremonies, class trips, dances, sport teams, clubs, or recess.

Search and Seizure - shall mean such search may be conducted without a warrant and upon reasonable suspicion or for any other reasonable purpose and in a reasonable manner. Desks and lockers are the property of the district and searches may be done at the discretion of building administrators. The school's authority extends to student possessions kept in their automobiles while parked on school property. *New Jersey v. T.L.O.* 469 U.S. 325 (1985)

Section 504 – shall mean a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the student with a disability has equal access to an education. The student may receive accommodations and modifications.

Serious Bodily Injury – shall mean a bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Sexting – shall mean transmitting pictures, written material, text and/or voice messages, and emails that are sexual in nature using the internet, cell phones, or any other electronically-related device (includes Internet chat rooms and online messaging services).

Sexual Act – shall mean engaging in intercourse, oral sex, groping sexual parts, or simulated sex.

Sexual Assault – shall mean conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force that induces fear, shame, or mental suffering.

Sexual Harassment – unwanted sexual advances, requests for sexual favors, sexually motivated physical or verbal conduct, communication of a sexual nature or conduct based on gender when such conduct has the purpose of effect of unreasonably or substantially interfering with an individual's education or that creates an intimidating or hostile environment. Examples of conduct that may constitute sexual harassment or discrimination include verbal harassment or abuse, pressure for sexual activity, inappropriate patting or pinching and intentionally brushing against the body.

Simple Assault – shall mean an act that causes bodily injury to another member of the school community.

Smoking/Tobacco – shall mean students must not possess, smoke or use any kind of tobacco product or associated paraphernalia. School Board R5131.6.2

Social Networking – shall mean transmitting pictures and/or written materials, via My space, Facebook, Twitter, You Tube, LinkedIn or any similar social networking website, with the intent to harm others.

Special Circumstances – shall mean IDEA defines special circumstances as follows: use of illegal drugs, weapons, and behavior causing serious bodily injury.

State Education Agency (SEA) – shall mean the agency primarily responsible for the supervision of the state's public elementary and secondary schools. In Missouri, the SEA is the Department of Elementary and Secondary Education (DESE).

"Stay Put" – shall mean the term used referring to a student's right to remain in the current educational placement pending a disciplinary conference (expulsion recommendation or request for a change of school setting) or a parent(s)/legal guardian(s)' appeal to challenge a placement, manifestation determination, suspension, or expulsion; this right ensure that the student continues to receive FAPE in the LRE.

Student Information System (SIS) – shall mean the data management for student information.

Suspension – see listing for "In-School-Suspension" and "Out-of-School Suspension"

Theft – shall mean stealing or attempting to steal the money or property of another.

Trespassing – shall mean being in or around a school building or in a particular place on school grounds, or on a school bus without permission or

refusing to comply with a request to leave school premises, or leave the bus. Students may not return to any school while assigned to an Alternative program, under expulsion or suspension, except with permission from the building principal and under escort by a parent(s)/guardian(s)

Unauthorized Entry – shall mean students entering into the school or certain areas of the building without permission; allowing or assisting any individual(s) to enter a District facility other than through designated entrances or allowing unauthorized persons to enter a District facility through any entrance.

Vandalism – shall mean willful or malicious damage, destruction or defacement of District/school property or the property of another (i.e.,

damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.)

Weapon – shall mean a blackjack, a firearm (loaded or unloaded), an explosive weapon, a firearm silencer, a gas gun, a machine gun, a projectile weapon, a bullet(s), rifle, a short barrel, a shotgun, a spring gun, any type of fireworks (including smoke bombs or firecrackers), any type of explosive devices, or a switch-blade. SLPS policy on weapons includes all types of knives and is expanded to include a razor or razor blade, mace, club, chain, nail file (when used to inflict physical injury), and brass knuckles. The improper use of any object, instrument or device also falls within this provision.



Important Phone Numbers

A+ Coordinator: (314) 345-2315

Athletic Director: (314) 345-4405, Athletic Coordinator: (314) 345-4418

Career & Technical Education: (314) 345-4530

Community Education: (314) 345-4590

Dropout Recruiter: (314) 345-4424

Early Childhood: (314) 331-6150

Enrollment Information: (314) 633-5200

Gifted & Talented: (314) 345-2435

Homeless and Foster Care Services: (314) 345-5750

Human Resources: (314) 345-2295

Innovative Pathways: (314) 231-7738, ext. 550

Magnet Schools: (314) 633-5200

Parent and Student Engagement: (314) 345-4430

SLPS Hotline for School and Community Safety: Local: (314) 241-SLPS (7577), Toll free: 1-866-610-SLPS (7577)

Special Education: (314) 345-5344

Student Records/Transcripts: (314) 645-2648

Transportation: (314) 389-2202

Volunteer Services: (314) 345-4577

Notes:

Special Administrative Board of the Transitional School District of St. Louis Public Schools

**Mr. Richard Sullivan, CEO
Ms. Melanie Adams, Secretary
Mr. Richard Gaines**

**Kelvin R. Adams, Ph. D.
Superintendent of Schools**

**Office of Parent and Student Engagement
(314) 345-4430**

The St. Louis City Public School District (District) does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, veteran or national guard status, or any other factor prohibited by law in admission or access to, or treatment or employment in its programs and activities. For more information, please contact the Executive Director of Human Resources, 801 North 11th Street, Saint Louis, MO 63101, or by telephone at (314) 345-4483 / (314) 345-2650.

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