



July 1, 2023

Dear SLPS Students and Families:

Welcome to school year 2023-2024! In education today, you have many choices in where and how to learn and we want to thank you for choosing Saint Louis Public Schools (SLPS) and for allowing us to help navigate your educational journey.

The journey starts with the newest edition of the SLPS “Code of Conduct” book, designed to help students and parents understand their roles in maintaining safe and quality learning environments. The late civil rights activist Dr. Martin Luther King, Jr. said, “...Intelligence plus character – that is the goal of true education.” True education, requires the work of a team; students, parents and teachers working together to ensure student success.

SLPS students have access to unique experiences and opportunities carefully selected to ensure growth academically and through character development. In our journey toward Deeper Learning and the competencies and skills required for a 21st Century education, it is important that we remove all obstacles that would prevent our students from achieving at the highest levels. That includes proactively addressing potential new concerns, social pressures or distractions that could threaten their individual paths to greatness. You will find many examples outlined in the Code of Conduct book.

Please review the Student Code of Conduct book and companion Parent Information Guide with your student(s). This is quite possibly the most important request we will make of you this year as this guide provides vital information for students and parents regarding the rights and responsibilities of all members of the school community. Most specifically, the Code of Conduct outlines the expectations for student behavior in classrooms, at off-site school events and activities and on school buses. The aim is to provide the information needed to ensure safe, positive, and dynamic educational experiences for all students and staff.

The Student Code of Conduct and the Parent Information Guide are yours to keep. Please keep both handy and refer to them as needed throughout the school year. After you have reviewed the book with your student, please sign and date the enclosed Student and Parent/Guardian Acknowledgement form and return it to the appropriate school site. An electronic copy of the guide is available on the District’s website at www.slps.org under the Parents & Students tab.

Thank you in advance for your help in getting our school year off to a great start by pledging your support in maintaining healthy and safe school environments for students and staff. Let’s work together to make it a great school year!

Sincerely,

Antionette “Toni” Cousins
Board President

Dr. Keisha Scarlett
Superintendent

Student and Parent(s)/Guardian(s) Affidavit

Dear Students and Parent(s)/Guardian(s):

The Saint Louis Public School District is committed to provide a safe school environment. Please review this Family Information Guide and Student Code of Conduct in order to help us achieve this goal. Please sign the affidavit below and return to your student's classroom teacher. This document acknowledges your receipt of this information for which every Saint Louis Public School student is responsible. Thank you for your cooperation in helping make our schools safe places for learning.

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 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 and prepared.
- I pledge to be a problem solver.
- I pledge to work hard, do my best, and be proud of myself.

Parent/Guardian Pledge

- I pledge my student will be in attendance and on time for class every day.
- I pledge to teach my student to be safe, responsible, respectful, and prepared.
- I pledge to be a responsible advocate for my student.
- I pledge to be engaged in my student's learning.
- I pledge to support my student in following the Student Code of Conduct.
- By signing this pledge, I understand and accept the responsibility of the Student Code of Conduct, for as long as I am a parent in the Saint Louis Public School District

Student Print/Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

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Board of Education City of Saint Louis

Notice of Nondiscrimination

District policies are approved by the Board of Education to govern the school district. Policies assist with day-to-day district operation of the school district. Policy can be accessed through SLPS District’s website.

www.slps.org/Page/6

Saint Louis Public School District Vision Statement

Saint 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.

Saint Louis Public School District Mission Statement

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

Saint Louis Public School District Core Values

Students First. Regardless of the situation, students are our singular focus. As members of SLPS, we have an intense and enduring commitment to doing what is in the best interest of our students at all times. As a result, we will remain focused on creating the best high-quality options for our students.

People Matter. Educating students is a people business. It takes a level of commitment, concern and care from all of us to ensure that the people who impact the lives of our students are truly valued, respected and cared for as professionals. We value and pride ourselves on being an organization that demands more for its people because we know it takes more. Yet, we are equally as willing and demanding of ourselves to give more to support the growth and development of the people who make an invaluable investment in the lives of our students.

Data-Driven Decisions. We strive to be a learning organization. To do so, we will continue to evaluate where we are as a district based on data. Our commitment to objective interpretations of our progress, shortcomings, and overall orientation only ignites our passion for making the best decisions for our students.

Important Telephone Numbers

Saint Louis Public Schools • 801 N. 11th Street • St. Louis, MO 63101 • (314) 231-3720

Other pertinent phone numbers and email addresses can be found on the district's website www.slps.org

A+ Coordinator: (314) 345-2315

Athletic Administrator: (314) 345-4418

Career & Technical Education: (314) 345-4531

Dropout Recruiter: (314) 345-4424

Early Childhood: (314) 331-6150

Enrollment Information: (314) 633-5200

ESOL Bilingual Migrant Program: (314) 664-1066

Family and Community Engagement: (314) 345-2484

Parent Concerns: (314) 345-2480

Food Services: (314) 345-2308

Gifted & Talented: (314) 345-4548

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

Human Resources: (314) 345-2379

Hearing Office: (314) 345-4575

Magnet and Choice Schools: (314) 633-5200

School Safety & Security: (314) 865-2020

SLPS Hotline for School and Community Safety: Local: (314) 241-SLPS (7577) **Toll free:** 1-866-610-SLPS (7557)

Special Education: (314) 633-5344

Student Recruitment and Placement Office: (314) 633-5200

Student/Transcripts Office: (314) 645-2648

Transportation: (314) 633-5106 for bus concerns or bus issues

Volunteer Services: (314) 345-4577 or (314) 345-4554

Enrollment Process

The Offices of Student Recruitment and Student Placement looks forward to assisting families interested in attending a St. Louis Magnet, Choice or Neighborhood school. For more information regarding the enrollment process, please call (314) 633-5200.

Parents/Guardians will need the following information to enroll their students

- Your student's birth certificate
- Your student's immunization records
- Your student's school transcripts or most recent report card
- Proof of St. Louis City residency (i.e. current unpaid utility bill, lease or deed, or copy of personal property tax)

To enroll your student in a Neighborhood School for grades K-12 (not Early Childhood or Magnet/Choice Schools), please call (314) 633-5200.

To enroll your student in our Early Childhood Program, please call (314) 331-6150.

To enroll a student who speaks/understands a language other than English, please call the ESOL Office (314) 664-1066.

For Magnet and Choice School Information, please visit www.slpsmagnetschools.org for information about how to apply for the 2023-2024 or 2024-2025 school years.

For more information or to schedule your student's gifted testing, please call the Office of Gifted & Talented at (314) 345-4548.

Family Engagement and School Communications

District Communication

The District is committed to keeping parents and guardians informed about activities and events that take place during the school year. SLPS utilizes an automated phone system, printed parent/guardian letters, text messages, emails, website postings, social media messaging, and broadcast media outlets to share information.

Families may sign up for District emails and receive Twitter and Facebook addresses by visiting the District website at www.slps.org.

School closing information due to inclement weather will be posted on the homepage of the District website before local television and radio stations are contacted.

Families are encouraged to ensure their student's school has the most current contact information to ensure they receive all important messages in a timely manner. Parental contact information includes home phone number, parent cell phone numbers and emergency phone contact information, along with email addresses, if applicable.

Family Communication & Engagement with the School

Below are suggestions to maximize the communication with your student's school.

- Attend Open House - This is a great way to develop a relationship with your student's teacher(s). It gives you the opportunity to meet the teacher(s) during positive circumstances, understand the procedures of the class and school, and learn about the expectations teachers have for students
- Save Staff Phone Numbers: Create a phone list of important contacts in the school including, but not limited to the front office, grade level office, attendance contact, teacher(s), and other support personnel.

- Save Staff email addresses: Email can be a great way to keep in contact with your student’s teacher(s) for academic progress and behavior updates.
- Attend school and district conferences: We encourage you to make an appointment for a conference to speak with your student’s teacher(s).
- Engage in parent organizations and participate in decision making at the school and district-level.
- Volunteer at your student’s school when you are available to support activities/events.

Office of Family and Community Engagement

The Office of Family and Community Engagement coordinates valuable efforts with families and students of Saint Louis Public Schools. Family and Community Specialists facilitate family engagement, which is designed to strengthen school programs, family practices, and student achievement.

The purpose of the Family and Community Specialist is to assist families:

- Establish a home environment that supports students
- Promote effective communication between school and home
- Recruit and organize family engagement events, activities, and support
- Provide information and ideas to enhance learning at home
- Involve parents and guardians as leaders and representatives in the school’s decision-making process
- Identify and integrate community resources to strengthen school programs, family practices, and student development

Parent & Student Concerns

1. Contact school based staff member or the Family Community Specialist to schedule an appointment
2. Contact the school administrative staff (assistant principal or principal)
3. Contact the Parent & Student Concerns office at (314) 345-2480.

Note: The procedures outlined here are not to be used for resolving concerns that are specifically governed by other existing federal, state or local regulations, including but not limited to student suspensions and expulsions, employee grievances, special education appeals, FERPA, or ADA.

Parent Action Council (PAC) District–Wide Parent Organization

The Parent Action Council (PAC) will serve as a district parental engagement organization, in partnership with the Office of Family and Community Engagement, the SLPS Parent Liaison, and individual Parent Teacher Organizations. The Parent Action Council consists of representatives from every Saint Louis Public School and meets once a month. PAC is open to all parents, guardians, and caregivers of Saint Louis Public School students.

- Vision: The Parent Action Council of Saint Louis Public Schools acts as a district parental engagement organization that provides effective collaboration among students, families, communities, schools, and the district to support student academic development and parental empowerment.
- Mission: The Parent Action Council of Saint Louis Public Schools serves as a community network, advocates for change, and is a resource which addresses the concerns of all SLPS parents, guardians, and/or caregivers.

To reach the Parent Action Council, email parentactioncouncil@gmail.com or visit the [PAC Website](#). Interested parents/guardians can also contact their school’s Family & Community Specialist or their school PTO for more information.

Uniform/Dress Code Expectations

Individual school sites maintain the autonomy to develop a Uniform/Dress Code in partnership with students, parents/ guardians, and school personnel. The Dress Code 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 students, parents/ guardians, and the school community of the school Uniform/Dress Code. All students and parents/ guardians are expected to adhere to the school's established Uniform/Dress Code.

Procedures for Correcting Inappropriate Attire:

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. School staff must not remove the student from the instructional process or school environment. Staff will direct students to correct inappropriate attire.

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

- Parent contact
- Refer student to the counselor or social worker
- Removal of privileges (school and classroom)
- Behavior contract with recognition system

Attendance Expectation

Statute [167.031, RSMO](#), states that any parent, guardian or other person having custody or control of a student between the ages of seven (7) and seventeen (17), must ensure that the student 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 enroll in school. However, if they are enrolled in a public school their parent or guardian must ensure 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 recommended time of absence
 - Physician's note with statement of chronic/intermittent illness
 - 504 plan which addresses chronic/intermittent illness and accommodations
- Head lice - limited to one day (pending return lice check by school nurse)
- 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 Related Appointment)

The student's parent(s)/ guardian(s) must make a formal appeal to the building principal for extenuating circumstances.

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 any job, 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 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.

Notification of Absence or Tardy

- The parent shall notify the school administrative offices and the school nurse when it becomes necessary for a student to remain at home for health reasons. The student shall bring a signed statement from the parent(s)/guardian(s) giving the reason for the student's absence when the student returns to school. Other documentation may be required as outlined above (i.e. physician's letter, discharge statement, court document, etc.)
- The parent or guardian shall provide a written or verbal reason for the tardiness when a student is late to school.
- The school will contact the parent(s)/guardian(s) 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

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.

The parents of absent students shall be contacted by the social worker. The school social worker shall enlist the cooperation of the parent(s)/ guardian(s) and make every reasonable effort to help the student improve attendance and/or punctuality. 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.

School Breakfast Program/National Lunch Program

Saint Louis Public Schools (SLPS) will continue to operate the Community Eligibility Provision (CEP) Program under the National School Breakfast and Lunch Programs. The CEP Program allows eligible school districts to offer a non-pricing meal service to all children. Under this program, all SLPS school children receive a free breakfast, lunch and snack.

The District implemented alternative breakfast models: Breakfast in the Classroom (BIC), Grab 'n' Go Carts and the Second Chance Programs, to ensure all children start their day with a healthy and wholesome meal. These programs provide children more opportunities to access free meals during the day. The BIC is offered in all elementary schools. The Grab 'n' Go Carts and the Second Chance Program have been added to all elementary, middle and high schools.

The Food and Nutrition Services Department has launched a new lunch model for all elementary schools. The Lunch in the Classroom Model is offered to Preschool and kindergarten students.

To expand the meal service programs, SLPS has included the Child and Adult Care Food Program (CACFP) and the Summer Food Service Program (SFSP), operated by the Missouri Department Health and Senior Services (MDHSS). The CACFP features an Afterschool Program, which enables any student to receive a free snack and/or supper. The Summer Food Service Program, also known as the Summer Meals Program, is offered during the summer months when school is not in session. The students are serviced free healthy breakfast and lunch meals.

For more information about the Food and Nutrition Services Department, monthly menus, and promotions, Go to www.slps.org. Click on the Parent and Student Tab, Go to Food and Nutrition Services. For your convenience, the Health and Wellness Policy is also located on the SLPS District webpage at www.slps.org. Click on the Parent and Student Tab, Go to Health and Wellness. If you have any questions, contact the Food and Nutrition Services Department at (314) 345-4519 or (314) 345-2308.

Special Dietary Needs

Students needing a special food plan or those children with specific food allergies or medical need must have a completed OHS 18 (Prescription for Special Diet). This form can be acquired from your School Nurse or by going to www.slps.org, **Parents and Students, Student Health**. A medical provider's signature and Parent signature are both required. A food allergy action plan as well as prescribed medications (e.g. Benadryl, epi pens) should be provided to the school health office for Students with life threatening food allergies. These medications require the completion of the OHS 14 (Authorization for Administration of Medication), which is filled out by Parent and Doctor. Note that the medications must contain a prescription label and be in their original container. Parent(s)/Guardian(s) should contact your School Nurse or the Nurse Coordinator of Health Services at [\(314\) 345-4401](tel:3143454401).

For a listing of schools and their phone numbers, please visit the district website at www.slps.org. Once you reach the school, ask for the School Nurse.

Early Childhood Education

Mission: To ensure that all SLPS Pre-K students are ready for kindergarten and beyond.

Values

- All students can learn, regardless of their socioeconomic status, race, gender, or native language.
- Learning begins at birth.
- Parents/Guardians must be included in the education process.
- Competent, caring, and properly supported teachers are essential to student learning.
- The community are to be involved in encouraging high achievement for all students.
- The Saint Louis Public Schools are committed to helping students overcome any obstacles hindering their learning by forming partnerships throughout the school community.

Goals

- To promote the social and emotional, physical, cognitive, and language development of students from birth to preschool age.
- To involve each family in developmentally appropriate activities that lead to the improvement of every student's developmental skills.
- To involve parents, students, staff and community partners in sharing and planning experiences that strengthen the connections between homes and schools.
- To provide access to learning for all 3, 4, and 5 year-olds who reside in Saint Louis City.

Enrollment

Registration for the SLPS Pre-K program begins in early Spring for the following school year. For more information, call (314) 331-6150 or refer to www.SLPS.org/prek.

Families must bring ALL of the following documents to receive a school assignment at registration. Please note, your registration process cannot begin until ALL required documents have been submitted to the ECE Office.

CHILD-

- Official state issued birth certificate, or a passport that includes a raised seal.
- Current Immunization Record or exempt card for your student, within the last year.
- Current Physical – completed by student's physician, that includes the Lead and Hemoglobin blood lab results.
- Additional medical information needed by the school nurse by the start of school year.
 - Current Dental Exam completed by a dentist, within the last year.
 - Asthma action plan(s), Allergy medications

PARENT-

- Parent/Legal Guardian Identification – valid government issued identification passport, or green card.
- Proof of Residency – must be a St. Louis city resident with current utility bill in your name, for your present address (from Ameren, Spire, or City of St. Louis Water Division). For alternate forms of proof of residency contact ECE Office at 314-331-6150.
- District employees must also meet residency requirements.

ECE Curriculum Information

The ECE curriculum of Saint Louis Public Schools shall provide formal study in the core academic areas. The curriculum areas include communication arts (English), mathematics, social studies, and science. The curriculum will also present opportunities for students to develop specific talents and interests in the performing arts, practical arts, vocational or technical education, and other fields. While there will be considerable opportunity for inventiveness and creativity in the teaching and learning process, the overall curriculum will be common throughout the school system to ensure continuity of learning.

The curriculum is the sum total of students' sequential education experiences, guided by Missouri Early Learning Standards and the goals and objectives of Project Construct. The curriculum recognizes a student's differences in ability, rates of development and learning styles.

The written curriculum for each subject area and/or individual course shall be approved by the Board of Education and reflect the board's major priority to improve academic achievement. The curriculum shall reflect the recommendations contained within the board approved strategic plan. The district will assess, monitor, and revise the curriculum based upon the educational needs of the students.

SLPS Pre-K classrooms implement Project Construct, which is *an early childhood curriculum framework where teachers encourage* each student to actively construct their own knowledge and values as a result of their interactions with the physical and social worlds. Our classrooms also plan individual and group activities aligned to the Missouri Early Learning standards and the district's curriculum resource, SAVVAS 3-Cheers for Pre-K.

SLPS has adopted the Missouri Department of Elementary and Secondary Education's recommended assessment called Desired Results Developmental Profile known as the "DRDP." DRDP is a formative assessment tool administered twice per year for young students, used to inform instruction and program development.

For additional information, please visit:

- SLPS Curriculum Overview: http://sab.slps.org/Board_Education/policies/6140.htm
- SAVVAS 3 Cheers for Pre-K: <http://savvasrealize.com/#/>
- Project Construct: projectconstruct.org
- Desired Results Developmental Profile (DRDP): desiredresults.us
- Department for Elementary and Secondary Education (DESE): dese.mo.gov

Discipline Expectations

- Teachers may use a variety of strategies depending on the student and the situation. These strategies include but are not limited to: gaining a student's attention, staying in close proximity to the student, reminding the student of the rules and expectations, acknowledging feelings before setting limits, redirecting or diverting behavior, offering age appropriate choices, and defining natural consequences.
- Discipline shall be the responsibility of adults who have an ongoing relationship with the student. Parents will be notified by the teacher/principal when a student is exhibiting a pattern of unacceptable behavior.
- The teacher/paraprofessional staff, or principal will meet with the student's parent/s and or guardian/s to formulate a plan, including but not limited to outside referrals, to meet the student's needs.

Early Childhood Special Education, Frequently Asked Questions (FAQ), Readiness Expectations, Early Childhood Site locations, Medical forms, Early Childhood Parent Programs: Please visit the [SLPS ECE Office Site](#).

Health Services

Please ensure immunization records are up to date by providing updated records to the school nurse or main office prior to the start of school, on the first day of school or at any time the student receives updated immunizations throughout the school year. Parents and Guardians may retrieve medical forms by visiting the [Student Health Site](#).

Physical Examinations

All students who participate in cheerleading and athletic teams are required to have a sports physical examination report on file with the school nurse and the athletic office. The athletic physical form is available through the school nurse, coach or [district website](#).

Immunizations

(State law Section 167.181RSMo) requires students to have an up to date shot record on file to attend school. The schedules for preschool and school age students are on the school district website under the Parent & Student link, School Health.

In order for a record to be complete, make sure it includes the month, date, and year the immunization was given.

Medications

[Policy P5141.5](#) is the board policy about medication at school.

An “Authorization for Administering Medication to Student” (OHS-14)) form must be completed and signed by the parent if the child has prescription medication that is required to be given at school on a daily or as needed basis. This form must be accompanied by the signed physicians order. **Parents/guardians are responsible for providing all medications in a pharmacy or manufactured labeled container or package.** The school will provide a secure, locked storage for medication with restricted access to only authorized personnel. If a prescription is being split between school and home, be sure the supply to be used at school is in a container with a prescription label.

Please do not send medicine to school by the Student unless they have a signed “Permission to Carry and Self Administer Medication” (OHS 15) form signed by Parent/guardian and doctor. Parents/guardians, or a responsible adult designated by the parent/guardian, must deliver all medication to the school and give it directly to the school nurse or the nurse’s designee. Certain types of medicines called Schedule 2s have to actually be counted by the adult who brings them and the staff member-who receives them.

Students are not permitted to bring, carry or administer any medications to themselves or their peers during school hours or any afterschool activities (sports, cheerleading, off-site games, after school programming, etc.).

The authorization forms are available for you or the prescribing doctors on our website www.slps.org under the Parents & Students Link by clicking on Student Health. Please contact the school nurse at your student’s school for additional information.

Special Dietary Needs

Students needing a special food plan or those children with specific food allergies or medical need must have a completed OHS 18 (Prescription for Special Diet). This form can be acquired from your School Nurse or by going to [the district website](#). A medical provider’s signature and Parent signature are both required. A food allergy action plan as well as prescribed medications (e.g. Benadryl, epi pens) should be provided to the school health office for Students with life threatening food allergies. These medications require the completion of the OHS 14

([Authorization for Administration of Medication](#)), which is filled out by Parent and Doctor. Note that the medications must contain a prescription label and be in their original container. Parent(s)/Guardian(s) should contact your School Nurse or the Nurse Coordinator of Health Services at (314) 345-4401.

Life Threatening Food Allergies

An Allergy Action Plan must be on file in the nurse's office for every student with a life threatening allergy. Emergency medications such as epi pens and Benadryl that are ordered in the action Food Allergy Action plan should be properly labeled by the pharmacists and provided to the school nurse. The medications should have a pharmacy label that matches the orders on the action plan. Parent/guardian is responsible for providing prescribed emergency medication and the Authorization to Administer Medication form (OHS 14) to the school nurse on the first day of school. Provision of meal substitutions is by Doctors order only- [OHS-18](#). The Department of Elementary and Secondary Education (DESE) requires a doctor's order to give the Student something different from what is being served. Our complete Allergy policies and procedures are located at www.slps.org >>Board Policies>>Article 5, [5142P](#) and [5142R](#).

Contact the School Nurse if further help is needed.

Chronic Illnesses

If your student has a chronic illness, please ensure you school nurse/school site has an updated school medical plan on file. Examples of Chronic Illness include but are not limited to:

- Diabetes
- Asthma
- Life Threatening Allergies
- Seizure Disorder
- Complex medical (cancer, dialysis, etc.)
- Medical 504 Plan Needs (see school nurse for further information)

Parents may retrieve medical forms by visiting the [district's website](#).

Contact the Director of Nursing at 314-345-4401 for further information.

Safety and Security

The Saint Louis Public School Safety and Security Department utilizes the industries best practices and state of the art security technology to provide a safe and secure learning and working environment for our students, staff, employees, and visitors. The Safety & Security Department is ever mindful of the need to maintain the public's trust and confidence by treating all persons with fairness, dignity and respect.

The management, supervisors, and staff are well-trained professionals that are licensed by the Board of Police Commissioners, City of St. Louis, and are empowered to protect the students, staff, and visitors, of the Saint Louis Public Schools. We do so by ensuring that each school has a one-point entry system, video surveillance, and an intercom to monitor visitor entry. The Security Department is comprised of approximately 140 officers who are assigned at all elementary, middle and high school locations. All locations are monitored by Mobile Officers daily.

The Security Department also works very close with the school Administrators, Risk Management Team, the department of Parent and Student Engagement, the Family Court, Federal Emergency Management Agency, The Department of Education, St. Louis Metropolitan Police Department, and other external agencies for training and educational opportunities.

Safety and Security personnel are responsible for patrolling the inner and outer perimeter of the SLPS property, and respond to incidents that may take place therein, at the elementary, middle and high school locations each person that enters the building must be screened by entering a stationary metal detector or then by a hand wand upon entering the building and their whereabouts must be accounted for at all times. Employees are mandated to produce a visible company identification card upon request for inspection.

All inquiries concerning incidents involving a student must first be made to the school Administrator after which, the proper notifications will be made for a follow up investigation.

Transportation

Riding transportation provided by the district is a privilege – not a right. Improper behavior may result in a student being removed from riding transportation provided by the district either temporary or permanently. The bus driver is in charge. Students must obey the driver. Any offense committed by a student on district-owned or contracted transportation shall be punished in the same manner as if the offense had been committed at the student’s assigned school. Transportation provided by the district is an extension of the classroom, and misbehavior will not be tolerated.

Students are to ride their assigned buses. Digital cameras are on every bus to record the activity throughout the bus and at the bus door.

STUDENT RESPONSIBILITIES WHEN WAITING TO BOARD THE BUS

1. Arrive at the bus stop five (5) minutes ahead of your scheduled time. The bus must leave at the designated time. Wait ten (10) minutes after the bus scheduled time to contact the bus company for a late bus.
2. Wait until the bus stops.
3. Stand well away from the street as the bus approaches.
4. Form a quiet uniform line to board.
5. Littering or damaging property on or near the bus stop is prohibited. Keep sidewalks clear of books, clothing, and other articles.
6. Observe all rules of conduct governing student behavior.
7. Report to the Principal, parent/guardian any suspicious persons or activities.
8. Remain with the group and do not talk to strangers or get into a stranger’s car.

STUDENT RESPONSIBILITIES WHEN RIDING THE BUS

1. Be seated immediately and remain facing forward. Remain seated until the bus arrives at your stop and you receive instructions to unload.
2. Hold books and all personal items in your lap. Do not block the aisle.
3. Pets and animals of any kind are not permitted on the bus.
4. Extending arms, legs, or head out of the bus is prohibited.
5. Throwing objects on the bus or out of the window is prohibited.
6. Refrain from distracting or talking to the bus driver except in an emergency.

7. Tampering with or damaging bus equipment is prohibited. Students and or parents/guardians will be held liable.
8. Fighting, pushing, shoving, or creating loud disturbances is prohibited.
9. Smoking, eating, and drinking are not permitted.
10. Place trash in the receptacle provided near the front of the bus.
11. Use of profanity or obscene gestures are prohibited.
12. Bringing weapons or dangerous instruments of any kind is prohibited.
13. Be aware that the St. Louis Metropolitan Police may stop and search any school bus at any time for illegal items. Students found with weapons, liquor, drugs, etc., will be arrested.
14. Observe all rules of conduct governing student behavior.

RESPONSIBILITIES OF PARENTS

1. Read, discuss, and review this section and the Transportation section on Type IV Infractions
2. Encourage your student(s) to observe all established guidelines.
3. Get to know your bus driver.
4. Report any related traffic hazards or abuses of any school bus observed operating carelessly to (314)-633-5107.
5. Report all observed misconduct on school buses and at school bus stops to the Principal.
6. Place identification of your student where the bus driver can retrieve it, if necessary.
7. Report to the police any strangers observed at or near bus pick up/drop off stops.
8. See that your student(s) are at the bus stop five (5) minutes before the bus is scheduled to arrive.
9. Download the **'Here Comes The Bus'** app on Google play or Apple store to track your student's bus. The district code for the app is 29971.
10. Ensure that preschool and kindergarten students are met at the afternoon bus stop by a parent/guardian or are accompanied by a responsible, designated older sibling(s).

Visitors to Campus

Saint Louis Public Schools strives to provide a welcoming and safe environment for our students, staff and visitors. For the protection of everyone in our schools and to maintain an orderly learning atmosphere, the following regulations have been implemented in all District school buildings:

- ALL visitors, including parents, district employees and volunteers, are required to report to the school office upon entering the building. Visitors will be given a visitor badge and required to display it while in the school.
- Parents/Guardians wanting to observe in a classroom may do so after receiving approval from the school principal or the principal's designee.
- All visitors will be asked to provide a personal identification card.
- ALL visitors are required to respect the learning environment of the school. Visitors who engage in disruptive behavior may be subject to receiving a No Trespassing Order, arrest and/or prosecution.

Anti-Bullying Policy

I. Purpose

The district's anti-bullying policy is founded on the assumption that all students need a safe learning environment. The purposes of this policy are to set forth the district's prohibition of bullying, harassment, or intimidation of students in the school environment, any reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation of victims, witnesses, bystanders of same; and to direct the district to establish reporting and investigation procedures and disciplinary consequences for violations of this policy.

II. Definitions

- A. "Bullying" means intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school.

Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts.

Bullying of students is prohibited on school property, at any school function, or on a school bus.

- B. "Cyberbullying" means bullying as defined in II (A) through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

III. Policy Standards

A. Prohibitions

1. The district prohibits bullying, harassment, or intimidation of any student on school property or at school-sponsored functions or by the use of electronic communication at a public school.
2. The district prohibits reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation or who are victims, witnesses, bystanders, or others with reliable information about an act of bullying, harassment, or intimidation.

B. Consequences of Bullying

1. Consequences and remedial actions shall be imposed upon persons who violate this policy by engaging in bullying, harassment, or intimidation; who have engaged in reprisal or retaliation; or who have been found to have made false allegations that this policy has been violated.
2. The consequences and remedial actions, developed by the Superintendent, shall be consistently and fairly applied after an appropriate investigation has revealed that a violation of this policy has occurred.

C. Saint Louis Public Schools employees who report acts of bullying, harassment, or intimidation in good faith under this policy are not civilly liable for any act or omission in reporting or failing to report an act of bullying, harassment, or intimidation.

IV. Implementation Strategies

A. Reporting

1. The district maintains established procedures for reporting acts of bullying, harassment, or intimidation (see [Bullying Reporting Reminders](#)).
2. The district shall designate an individual at each school within the district to receive reports of incidents of bullying. Such individual shall be the Principal or his/her designated individual at each school (teacher level or higher) and will receive reports of incidents of bullying. To report an instance of bullying, the Principal or his/her designee are

required to submit a completed Bullying Report Form in either physical copy or electronically (see [Bullying Report Form](#)).

3. All district employees are required to report any instance of bullying of which the employee has firsthand knowledge, to the designated individual at the school to receive reports of incidents of bullying, within 2 days of witnessing the incident.

B. Investigation

The district maintains established procedures for prompt investigation of alleged acts of bullying, harassment, or intimidation (see [Bullying Reporting and Investigation Guidelines](#)).

Specifically, when receiving a report/complaint of bullying, the building's Principal or his/her designated individual shall follow the below procedure:

(a) Within two school days of a report of an incident of bullying being received, the school principal, or his or her designee, shall initiate an investigation of the incident;

(b) The school principal may appoint other school staff to assist with the investigation; and

(c) The investigation shall be completed within ten school days from the date of the written report unless good cause exists to extend the investigation.

C. Publication of Policy

(a) The policy will be made available on the district's website, in staff handbooks, and in the Student Code of Conduct. Distribution of the policy to all teachers and staff will occur during annual teacher and staff training.

(b) The district shall provide notice of the policy and procedures detailed herein to all school employees and volunteers who have significant contact with students.

(c) The district shall give annual notice of its anti-bullying policy to students, parents or guardians, and staff.

D. Student Discussion and Employee Training

1. The district will provide information regarding bullying and appropriate training to all staff and volunteers who have significant contact with students at the annual teacher and staff in-service.

2. The administration of the district shall instruct its school counselors, social workers, mental health professionals and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects.

3. The administration of the district shall implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim and makes resources or referrals available to victims of bullying.

4. The district shall provide education and information to students regarding bullying, including information regarding the school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to

address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying.

V. Other

The district will periodically review its anti-bullying policy and revise as needed. The district's school board shall receive input from school personnel, students, and administrators when reviewing and revising the policy

Sexual Harassment/Gender Discrimination Policy

Sexual harassment as protected by law is prohibited in this District. The definition of sexual harassment under Title IX includes conduct on the basis of sex that meets one or more of the following:

- A District employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment of students by school employees is prohibited regardless of whether the employee's conduct is "welcome" or otherwise invited. For purposes of this policy and regulation only, the prohibition includes all full-time, part-time, substitute, and other employees, including all volunteers and any nonemployee who visits school premises and/or school activities, including off-campus school sponsored activities.

NON-EXCLUSIVE EXAMPLES OF SEXUAL HARASSMENT

Sexual Advances

Unwelcome sexual advances are determined on a case-by-case basis and may include, but are not limited to, the following:

- Any invitation or propositioning intended to result in sexual liaison, regardless of how subtle the invitation; or
- Invitations to social non-school related activities, if refusal to participate results in the loss of education opportunities or subject to adverse actions.

Verbal Conduct of a Sexual Nature

Verbal conduct of a sexual nature is determined on a case-by-case basis and may include, but is not limited to, the following:

- Sexually provocative or explicit speech; or
- Publicly expressed sexual fantasies; or
- Jokes of a sexual or crude nature; or
- Derogatory comments regarding either gender as a class; or
- Demeaning comments; or
- Threats of consequences for failing to submit to sexual advances; or
- Sexually explicit writings or other sexual depictions.

Physical Conduct of a Sexual Nature

Physical conduct of a sexual nature is determined on a case-by-case basis and may include, but is not limited to, the following:

- Unwarranted or unwelcome touching, kissing, etc.; or

- Sexually offensive pranks; or
- Sexually explicit cartoons, graffiti, or other sexual depictions; or
- Sexually suggestive gestures.

Sexual Harassment of Students

In addition to the examples set forth above, the unique circumstances of students may result in harassment of students that is not immediately recognized as sexual harassment in an adult only context, but nonetheless requires a response from the District.

Conduct Towards Students of a Sexual Nature

Conduct towards students of a sexual nature is determined on a case-by-case basis and may include, but is not limited to, the following:

- Unwelcome sexual behavior, such as touching, sexually explicit or implicit comments, sexually based rumors, pictures, pranks, jokes, physically cornering/blocking another's movements, public displays of affection; or
- Subjecting students in a predominately single-gender classroom setting to sexual or sex based remarks/comments by peers and/or employees; or
- Interfering with a student's educational opportunity in a predominately or historically single-gender academic environment by preventing the student from accessing tools/equipment, basing performance evaluation on gender; hiding equipment, or suggesting a student does not belong in the academic setting due his/her gender.
- Limiting or denying access to education opportunities based on gender.

SCOPE OF SEXUAL HARASSMENT

Sexual harassment can occur between any of the following:

- Student on student
- Staff on student
- Staff on staff
- Male on male
- Female on female
- Male on female
- Female on male
- Student on staff

INVESTIGATION OF SEXUAL HARASSMENT COMPLAINTS

Student Complaints

1. There shall be no retaliation against or adverse treatment of any student who utilizes the procedures set forth herein to file a complaint or grievance when such complaint/grievance is based on the student's good faith belief that he or she has been subjected to sexual harassment. Any employee/student who engages in any retaliatory action against a complainant shall be subject to disciplinary action, including dismissal or expulsion.
2. If a student believes that he or she has been sexually harassed, or if a student believes that a fellow student is being subjected to sexual harassment, the student must report this information to their Teacher/Principal.
3. If the student believes that reporting such information to their Teacher/Principal is inappropriate, the situation is not satisfactorily resolved by the Teacher/Principal, or if the student is merely uncomfortable reporting to their Teacher/Principal, the student should contact the District's Title IX Coordinator at the following location:

St. Louis City Public Schools
 801 N. 11th Street, St. Louis, MO 63101
 Title IX Coordinator
 (314) 345-4483

ENFORCEMENT OF SEXUAL HARASSMENT POLICY

Each building level administrator or other District employee with student supervision responsibilities is responsible for maintaining an educational and work environment free from sexual harassment. It is the policy of the District that each building level administrator or other District employee with student supervision responsibilities, shall take immediate and appropriate actions to enforce the District's sexual harassment policies and regulations, including but not limited to the following:

1. The building level administrator shall provide an in-service regarding sexual harassment (including sexual harassment involving students) to all staff no later than the end of the first full calendar week of the academic year.
2. Provide sexual harassment instruction to all students in grades kindergarten through twelve, no later than the end of the first full calendar month of the academic year.
3. Removal of all vulgar or sexually offensive graffiti from the building.
4. All homeroom teachers shall discuss the District's sexual harassment policy and regulations with their students no later than the end of the first full calendar week of the academic year. As a part of these discussions, written copies of the District's sexual harassment policy shall be given to each student in grades six through twelve. These discussions shall be conducted in an age appropriate manner with the purpose of informing students that they need not tolerate any form of sexual harassment.
5. All teachers, counselors, and administrators shall provide appropriate instruction on the procedures for reporting incidents of sexual harassment within the educational setting on as needed basis.
6. The building level administrator shall notify the District's Title IX Coordinator of complaints of sexual harassment so that the District can take prompt action.
7. In consultation with the District's Title IX Coordinator, the building level administrator shall take appropriate disciplinary action, to remedy and prevent future occurrences.
8. Any failure to implement these responsibilities appropriately and satisfactorily shall be cause for disciplinary action up to and including termination of employment.

DISCIPLINE/CONSEQUENCES

Students Complaints of Sexual Harassment

1. Any student who engages in sexual harassment while on school property, or while participating in school activities (including school provided transportation), shall be subject to disciplinary action, up to and including expulsion.
2. Any employee who permits or engages in the sexual harassment of a student shall be subject to disciplinary action, up to and including termination from employment.
3. Any employee who receives a complaint of sexual harassment involving a student who does not immediately forward the complaint to the building level administrator and the District's Title IX Coordinator, shall be subject to disciplinary action, up to and including termination from employment.
4. Any student who files a false charge of sexual harassment shall receive appropriate discipline, up to and including expulsion. For purposes of this policy, "false charge" shall not include complaints raised in good faith, but after investigation remain unsubstantiated by the District. For purposes of this policy, a "false charge" is a complaint filed by an individual with knowledge of the complaint's falsity.

Student Code of Conduct

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

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/ guardians, faculty, staff and visitors

BE PREPARED: Come to school prepared to learn

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/ 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/ guardians, and all school personnel
- Provide appropriate training for 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
- Ensure accurate and timely entry of discipline referrals into the Student Information System (SIS) and maintain compliance (i.e. students with disabilities, 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

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

Responsibilities of Parents/ Guardians:

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

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
- 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 Code of Conduct

The Saint 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 Saint Louis Public School District implements the Code of Conduct in order to create positive learning environments that will prepare self-disciplined, responsible citizens. The Code of Conduct Handbook stresses the importance of positive and appropriate student behavior.

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 educational process are also subject to discipline. This Code of Conduct was developed in collaboration with both district and school representatives and from community partners.

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 interventions, 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)/ guardian(s) who inappropriately support their student's education cannot be considered misconduct on the part of the student, but such misconduct on the part of the parent(s)/guardian(s) may result in the district placing reasonable restriction to the parent(s)/guardian(s) access to the school building.
- 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 misconduct 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.

Please take the time to read the Code of Conduct and discuss it with your student. The staff of the Parent and Student Concerns Office is available to answer any questions you have about the Code of Conduct by calling (314) 345- 2480. Your local school administrator is also available to answer questions about the Code of Conduct.

Saint 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.

Missouri Safe Schools 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 Missouri Revised Statutes. School administrators are required to 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;
- (2) Second degree murder under section 565.021;
- (3) Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110;
- (4) First degree assault under section 565.050;
- (5) Rape in the first degree under section 566.030;
- (6) Sodomy in the first degree under section 566.060; (7) Burglary in the first degree under section 569.160;
- (8) Burglary in the second degree under section 569.170;
- (9) Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023;
- (10) Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055;
- (11) Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020;
- (12) Arson in the first degree under section 569.040; (13) Voluntary manslaughter under section 565.023;
- (14) Involuntary manslaughter under section 565.024 as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027;
- (15) Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second degree assault under section 565.052;
- (16) Rape in the second degree under section 566.031;
- (17) Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120;
- (18) Property damage in the first degree under section 569.100;
- (19) The possession of a weapon under chapter 571;
- (20) Student molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or student molestation in the first, second, or third degree pursuant to section 566.067, 566.068, or 566.069; (21) Sodomy in the second degree pursuant to section 566.061;

- (22) Sexual misconduct involving a student pursuant to section 566.083; (23) Sexual abuse in the first degree pursuant to section 566.100;
- (24) Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090; or
- (25) Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225;

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 I parent *and* the superintendent or the superintendent’s designee has authorized the student to be on school property;
- Student is under the direct supervision of another adult designated by the student’s parent, legal guardian or custodian I parent, in advance, in writing to the principal of the school which suspended the student *and* the superintendent or the superintendent’s designee has authorized the student to be on school property;
- Student is enrolled in and attends an alternative school located within 1,000 feet of another District school; or
- Student resides within 1,000 feet of a public school and is on that property.

School Violence and Restrictive Behavioral Intervention

Per Saint 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.

Corporal Punishment is defined as the use of or threat of physical force for the purposes of discipline or punishment.

Physical restraint by trained staff shall not be considered Corporal Punishment. 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 imminent physical danger of a student hurting himself/herself.
- 2) To prevent or stop imminent physical danger to other students.
- 3) To prevent or stop imminent physical danger to staff.

Classifying Infractions

Discipline incidents will be classified as Type I, Type II, or Type III Infractions. Transportation infractions are considered Type IV. Restorative Practices and Disciplinary Options are listed in alphabetical order and are not necessarily intended to be progressive.

Type I Infractions – Discipline incidents that severely interfere with anyone’s safety and/or learning, are of a serious threatening or harmful nature, and/or are Safe Schools violations are Type I Infractions. Anyone found to have engaged in a Type I Infraction 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.

Type II Infractions – Discipline incidents that interfere with anyone’s safety and/or learning, are of a threatening or harmful nature, and/or legal violations and warrant administrative interventions are Type II 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 III Infraction. Depending on the frequency of the Infraction and/or if there is a history of failed interventions, a referral to an administrator as a Type II or Type I infraction may be warranted.

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

Type I Infractions and Consequences

Type I Infractions – Discipline incidents that severely interfere with anyone’s safety and learning, are of a serious threatening or harmful nature, and/or are Safe Schools violations are Type I Infractions. Anyone found to have engaged in a Type I Infraction 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.

Note: Please see [Glossary](#) for Restorative Practices definition

Type I Restorative Practices & Disciplinary Options		
Restorative Practices and Disciplinary Options are listed in alphabetical order by section and are not necessarily intended to be progressive.		
KG- 2	3-5	6-12
<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In Check-Out -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -ISS/Reflection Space/Recovery Room -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Removal of Privileges -Restitution-Community service task -Restorative Circle -Re-Teach behavioral expectations <p>*Note: Pursuant to RSMo. 160.261, Safe Schools Act violations may require a call to the police and a long-term suspension, subject to waiver at the Superintendent’s discretion</p>	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Contact Law Enforcement (If required by the Missouri Safe Schools Act or otherwise necessary for the immediate safety of others) -Extended suspension -Parent/Guardian Contact -Placement in an Alternative Program -Referral to substance abuse treatment -Up to 10 day Out of School Suspension as well as a referral for a District Behavior Conference <p>*Note: all restorative and disciplinary options listed under KG-2 are also available for grades 3-5</p>	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Contact Law Enforcement (If required by the Missouri Safe Schools Act or otherwise necessary for the immediate safety of others) -Extended suspension -Parent/Guardian Contact -Placement in an Alternative Program -Referral to substance abuse treatment - Up to 10 day Out of School Suspension as well as a referral for a District Behavior Conference <p>*Note: all restorative and disciplinary options listed under KG-2 are also available for grades 6-12</p>

ALCOHOL/POSSESSION (ALCH)

The use, possession, distribution and sale of alcohol is prohibited on school premises. "School premises" means any district facility or property, including but not limited to schools, school playgrounds, school parking lots, school buses, administrative buildings and school activities, whether on or off school property. School Board [R5131.6.3](#).

DRUG/POSSESSION (04-1)

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), marijuana, 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. School Board [R5131.6.1](#).

WEAPON/POSSESSION-SSA (01-1)

Possession of an antique firearm, curio or relic firearm, blackjack, blasting agent, concealable firearm, detonator, a firearm (loaded or unloaded), an explosive weapon, a firearm silencer, a gas gun, a machine gun, a projectile weapon, rifle, a short barrel, a shotgun, a spring gun, a switch-blade knife, knife (other than an ordinary pocketknife with no blade more than four inches in length), knuckles, or any other object defined as a weapon pursuant to RSMo. 571.010. SAB Policy 5131.6.

INSTRUMENT TO CAUSE HARM/USE- (02-1)

Use of or threat of the use of an instrument, device or projectile to threaten, intimidate, or inflict physical injury or harm to another person. Such an instrument/device may include any of the following:

- Ordinary pocket knife with a blade measuring four inches or less in length;
- Pen knives;
- Pepper spray;
- Mace;
- "Tasers"; or
- Normal school supplies, household items or other materials (examples include, but are not limited to, pencils, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or pad locks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are actually used as an instrument to cause harm.

DRUGS/ SALE DISTRIBUTION-SSA (05-01)

The possession of a controlled substance where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

ASSAULT/BATTERY- SSA (06-01)

An actual and intentional touching or striking of another student or staff member against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

RAPE/SEXUAL ASSAULT SSA (07-1)

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.

ARSON- SSA (08-01)

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.

BOMB THREATS/OTHER THREATS TO SCHOOL SAFETY AND SECURITY (09-1)

Making a threat regarding the possession, use or location of a bomb, explosive device, or firearm on school property, at any school sponsored activity or any vehicle in service on behalf of the SLPS District, or any other serious and specific large-scale threat to the safety and security of a school or the district at large.

SEVERE DISCRIMINATORY CONDUCT (12-1)

Unwanted behavior, speech, written or pictures directed at someone because of their race/ethnicity, national origin, color, religion, sex, gender identity or expression, sexual orientation, disability, or other protected group status pursuant to any applicable law or District policy. Discriminatory conduct can be blatant, or subtle, one incident or a pattern. Depending on the severity of the conduct, it may qualify as 12-1 Type 1 conduct, or 23-2 Type 2 conduct. Severe discriminatory conduct is usually a serious single incident, or an ongoing pattern of behavior.

GANG RELATED ACTIVITY (GANG)

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 (12-1)

A severe attack of two or more 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 used as instruments to cause harm.

ROBBERY - SSA (15-1) –Forcibly stealing property and in the course thereof the offender (1) Causes serious physical injury to any person; or (2) Is armed with a deadly weapon; or (3) Uses or threatens the immediate use of a dangerous instrument against any person; or (4) Displays or threatens the use of what appears to be a deadly weapon or dangerous instrument.

HARASSMENT, BULLYING, VIOLENCE, SEXUAL OR OTHER SERIOUS MISCONDUCT

- Repeated or flagrant serious acts of harassment against another person. Serious harassment includes but is not limited to sexual, verbal, physical, emotional or electronic intimidation;
- Bullying in any form is a type of harassment, and continued bullying will be elevated as a Type I Infraction;
- Threats of serious violence against others;
- Touching another person's sexual organs or any other body part in a sexual way without consent, regardless of whether or not the touching occurs through clothing;
- Knowingly making false claims or conspiring to make false claims against another student, the content of which would have given rise to a Type I Infraction if true;
- Knowingly making false claims or conspiring to make false claims against staff, the content of which would have given rise to a serious policy infraction if true; OR
- Other serious and/or illegal misconduct that severely interferes with anyone's safety and/or learning, or is of a serious threatening or harmful nature.

REPEAT INFRACTIONS

Repeated Type II, III, or IV Infractions, when all other restorative practices and disciplinary options have been exhausted, may result in issuance of a Type I Infraction.

Type II Infractions and Consequences

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

Note: Please see [Glossary](#) for Restorative Practices definition

Type II Restorative & Disciplinary Options		
KG- 2	3-5	6-12
<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency -Assess possible unmet needs Behavior Improvement Plan (BIP) (referral to SST) -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In/ Check-Out -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -ISS/Reflection/Recovery room -Lunch Detention -Parent/Guardian Contact -Peer Mediation -Reflection activity -Removal of Privileges -Restitution-Community service task -Restorative Circle -Re-Teach behavioral expectations -Safety Plan 	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency -Behavior Improvement Plan (BIP) (referral to SST) -Change in environment (teacher proximity, extra supervision, etc.) -Check-In/ Check-Out -Conference with Parent/Student/School Staff -Create a home-to-school school-to- home communication system -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Identify a mentor and establish a schedule of activities related to school performance -Individualized Student Safety Plan -In School Suspension -Parent Contact -Referral for District Discipline Conference -Removal of Privileges -Restitution -Restorative Circle -Smoking cessation information and/or resources -Supervised Community service task -Suspension 	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Check-In/Check-Out Process -Community service task -Conference with Parent/Student/School Staff -Home Visit -In School Suspension -Out of School Suspension -Referral for District Discipline Conference -Removal of Privileges -Restitution -Restorative Circle -Smoking cessation information and/or resources

THEFT (15-2)

Stealing or attempting to steal the money or property of another.

KNOWINGLY MAKING AN INACCURATE STATEMENT AGAINST AUTHORITY (53-2)

Making a statement, allegation, claim, or charge against a District employee or contractor that the individual knows or reasonably should know is inaccurate.

VANDALISM (20-2)

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.).

FIGHTING (25-2)

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.

GROUP FIGHT (12-2)

Physical altercation occurring between two or more groups of students. A student involved in multiple group fights and/or causes injury, may result in a Type I infraction.

VIOLATION OF DISTRICT'S SEXUAL HARASSMENT/GENDER DISCRIMINATION POLICY (52-2)

Please refer to the Sexual Harassment/Gender Discrimination Policy in the handbook.

SEXUAL MISCONDUCT (13-2)

Sexual misconduct under this section can mean those who consensually touch another person's body and/or clothing in a way that constitutes or results in sexual contact. Sexual misconduct also includes unwanted sexual advances or requests for sexual favors, sexual gestures, possession and/or distribution of sexual paraphernalia, viewing or distributing sexual or pornographic material via social media or electronic means, and/or pornographic magazines.

INDECENT EXPOSURE (14-2)

Knowingly exposing the genitals, breasts, and/or buttocks. Also, see-through or mesh garments, exposure of undergarments of any type, low-riding pants, and clothing with obscene or suggestive statement or symbols. Any apparel that advertises or promotes sex, drugs or alcohol.

GAMBLING (18-2)

Playing any game of chance or skill for money or anything of value including but not limited to games of cards or dice.

TRESPASSING (19-2)

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).

FALSE ALARM (16-2)

Pulling or tampering with the fire alarm when there is no fire or smoke; and/or alerting emergency personnel when no emergency exists.

BULLYING (21-2)

“Bullying” means intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus. Board Policy 5131.

DISCRIMINATORY CONDUCT (23-2)

Unwanted behavior, speech, written or pictures directed at someone because of their race/ethnicity, national origin, color, religion, sex, gender identity or expression, sexual orientation, disability, or other protected group status pursuant to any applicable law or District policy. Discriminatory conduct can be blatant, or subtle, one incident or a pattern. Depending on the severity of the conduct, it may qualify as 12-1 Type I conduct, or 23-2 Type II conduct.

SMOKING (30-2)

Students must not possess, vape, smoke or use any kind of tobacco product or associated paraphernalia. School Board [R5131.6.2](#).

UNDER THE INFLUENCE OF DRUGS/ALCOHOL (03-2)

Under the influence is a term used to describe a state of intoxication.

LEAVING SCHOOL WITHOUT PERMISSION (48-2)

Student exiting the school campus without authorized or written permission.

FAILING TO ATTEND ISS OR DETENTION (49-2)

A student refuses to report to In School Suspension or detention as assigned by an Administrator.

VIOLATION OF THE DISTRICT ACCEPTABLE USE POLICY- TECHNOLOGY (22-2)

- Any violation of the expectations, requirements, and/or student responsibilities outlined in the district’s [Technology Acceptable Use Policy](#) and/or the Student Technology Equipment Use Agreement;
- Use of social media (on or off campus) with the impact of (1) invading the privacy of individuals or (2) publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately; OR
- Using the district network or district-issued technology to review, distribute, possess, or exhibit illegal, harassing, vandalizing, inappropriate, profane or obscene material.

DISORDERLY CONDUCT

The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting the school environment.

REPEAT INFRACTIONS

Repeated Type III or IV Infractions, when all other restorative practices and disciplinary options have been exhausted, may result in a Type II Infraction.

Type III Infractions and Consequences

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 III Infraction. Due to the frequency of the Infraction, and a history of failed interventions, a referral to an administrator may be warranted.

Note: Please see [Glossary](#) for Restorative Practices definition

Type III Restorative & Disciplinary Options		
KG- 2	3-5	6-12
<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency -Assess possible unmet needs Behavior Improvement Plan (BIP) (referral to SST) -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In/ Check-Out Process -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -ISS/Reflection/Recovery room -Lunch Detention - Parent/Guardian Contact -Peer Mediation -Reflection activity -Removal of Privileges -Restitution-Community service task -Restorative Circle -Re-Teach behavioral expectations -Safety Plan 	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Assess skill level -Assess possible unmet needs -Behavior Improvement Plan -Check-In/Check-Out Process - Conference with Parent, Student, and/or School Staff -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit - Social Work referral -Identify a mentor and establish a schedule of activities related to school performance -Individualized Student Safety Plan -ISS/Reflection/Recovery room -Peer Mediation -Restorative Circle 	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Behavior Improvement Plan -Conference with Parent, Student, and/or School Staff -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Individualized Student Safety Plan -ISS/Reflection/Recovery room -OSS Out of School Suspension -Parent Contact -Parent meeting -Peer Mediation -Removal of Privileges -Restorative Circle

NOT PARTICIPATING IN CLASS (51-3)

Student refuses to participate in class activities.

PROFANITY (28-3)

Verbal and non-verbal profanity is socially offensive language, which may also be called curse words or swearing, cuss words, swear words, or expletives.

VERBAL ABUSE (32-3)

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendoes or other verbal conduct reflecting on an individual’s sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

LEAVING CLASSROOM WITHOUT PERMISSION (47-3)

Student exiting the classroom or office without authorized or written permission.

HORSEPLAY, PLAY-FIGHTING, POSTURING THREATS (26-3)

Rowdy, rough, or boisterous play. A student(s) involved in multiple instances and/or causes injury, may result in a Type I and/or Type II infraction.

UNAUTHORIZED USE OF A PERSONAL ELECTRONIC DEVICE (44-3)

Any devices not provided by the District that includes, but not limited to smart watches and devices, handheld game consoles, cellular telephones, and laptop computers, as well as any new technology developed with similar capabilities.

REFUSAL TO IDENTIFY SELF (29-3)

Student refused to provide proper identification to school or district personnel.

HABITUAL DRESS CODE VIOLATION (UNIF)

Dress or appearance that is likely to cause disruption in the educational process or create a health or safety concern. Or a habitual violation of the school's dress code.

PUBLIC DISPLAY OF AFFECTION (50-3)

Public display of affection is the term used to describe any form of physical contact between students or couples in a public setting. It includes everything from kissing and cuddling to holding hands or exchanging light touches.

CHRONIC TARDINESS (31-3)

The act of being repetitively late.

CUTTING CLASS/ TRUANCY (33-3)

Students who are absent from school without the consent of their parent/guardians and the administration shall be considered truant. School administration will determine whether the student's absence is verified or unverified.

INTENTIONALLY DISTRACTING OR DISRUPTING OTHER-STUDENTS (25-3)

Intentional acts or conduct in the classroom, school building or upon school grounds that disrupts the educational process (i.e., talking, making noises, getting out of seat without permission, etc.)

REPEAT INFRACTIONS

Repeated Type II, III, or IV Infractions, when all other restorative practices and disciplinary options have been exhausted, may result in a Type I or Type II Infraction

Type IV Infractions and Consequences

While waiting at the bus stop for district provided transportation, parent(s)/guardian(s) shall be responsible for their student’s behavior prior to the arrival and after the departure of all modes of transportation provided by the district. The District is not liable for supervision at the bus stop. 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 transportation provided by the district. It is important for students to stand off the roadway while awaiting transportation provided by the district. Improper behavior may result in a student being removed from riding all modes of transportation provided by the district, either on a temporary or permanent basis. Any offense committed by a student on district-owned or contracted transportation, shall be addressed in accordance with this Student Code of Conduct. Transportation 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.
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 online.

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

Note: Repeated Type II, III, or IV Infractions, when all other restorative practices and disciplinary options have been exhausted, may result in a Type I, Type II, or Type III Infraction

Infractions	Restorative & Disciplinary Options
-Eating or Drinking on Bus (43-4)	-Behavior contract with recognition system
-Pushing/Shoving while Boarding/Exiting (40-4)	-Bus Suspension
-Fighting (25-4) (Note: SIS is updated)	-Bus Expulsion
-Other Bus Infractions (46-4)	-Change in environment (special seating, removal of triggers etc.)
-Putting Body Parts out of the Window (42-4)	-Parent Contact
-Refusal to Stay Seated (39-4)	-Private Conference with student
-Tampering with Emergency Door (38-4)	-Removal from bus
-Throwing Objects Inside the Bus (36-4)	-Re-Teach behavioral expectations
-Throwing Objects Out of Window (37-4)	-Student determined reparation of harm
-Yelling Out the Window (41-4)	-Restorative Justice

Technology and Student Behavior

The [Student Acceptable Use Policy](#) and Regulations governs the use of all technology in the SLPS, including cyberbullying ([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. Use of cell phones, electronic cameras and electronic communication devices must be authorized by school staff. Unauthorized use of cell phones, cameras and electronic devices may result in confiscation or search and seizure of the item. Items confiscated will only be returned to parent(s)/guardians after meeting with school officials within a reasonable time frame. **The district is not liable for devices brought in violation of district policy and confiscated in accordance with the same.**

Students are prohibited from taking pictures or videos 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 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 (i.e. use of Facebook and other media sources to harass or cyberbully).

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.

DISCIPLINE

The above-described policy and regulation is applicable to all users of District computer resources, and refers to all computer/information resources whether individually controlled, shared, stand alone, or networked. Employees or students violating the above-described policy and regulation shall be subject to disciplinary proceedings in accordance with the published disciplinary policies and procedures of the District. Punishment for violation of this policy and accompanying regulation may range from a suspension/removal of computer resource privileges to termination from employment or suspension/expulsion of the student from school. In addition, violation of this policy and regulation may result in civil and/or criminal penalties. Notwithstanding the prohibitions set forth above, the District reserves the right to determine what constitutes inappropriate use and may deny, revoke, suspend, or close any employee or student account at any time based upon a determination by the administration of inappropriate use. Employees and/or students who inadvertently access inappropriate information must immediately notify their direct supervisor or teacher.

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 Infractions.

- Principals are authorized to suspend a student for ten (10) school days for Type I Infractions.
- Students in grades Kindergarten through Second grade cannot be suspended subject to the requirements of the Revised Statutes of Missouri, including but not limited to the Safe Schools Act.
- The Superintendent may suspend a student for a period not to exceed 180 school days.
- When a student is suspended in school or out of school, the parent must be contacted and/or must receive a letter of suspension.
- Students involved in assaults on staff or other students may forfeit their return to the school in which the assault was committed.
- 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. The District may discipline students for an off-campus conduct that negatively affects the on campus educational environment.

Due Process 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 reasonable period of time. 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.

Review Process for Suspension or Alternative Placement

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 Board of Education. The student or parent must notify the Office of Family and Community 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 Board of Education, the Superintendent shall promptly transmit a full report in writing of the facts relating to the long-term suspension, the action taken by him/her, the reasons thereof and the Board of Education upon request, shall grant a hearing to the appealing party to be conducted as provided in Section [167.161](#), RSMo.

Parent(s)/ guardian(s) who wish to pursue an appeal of a suspension of more than ten (10) days must:

- Request an appeal form from the Office of Family and Community Engagement, 801 N. 11th St., St. Louis, MO 63101, or write a letter of appeal.
- Include on the form or in the letter all information pertinent to the infraction.
- Return the form or letter to the Office of Family and Community 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.

Review Process for Alternative Placement:

A student assigned to an alternative site due to a Type I infraction of the Student Code of Conduct may seek the Superintendent's or Designee's review of that placement by making a request with the Office of Family and Community Engagement. The alternative placement will remain in effect until such review can be completed and communicated in writing. Students must enroll in the alternative placement until a ruling is made on the review.

Parent(s)/ guardian(s) who wish to pursue a review of either action must:

- Request a placement review form from Office of Family and Community Engagement, 801 N. 11th St., St. Louis, MO 63101, or write a letter requesting a review of the decision.
- Include on the form or in the letter all information pertinent to the infraction.
- Return the form or letter to the Office of Family and Community Engagement within five (5) business days from the start date of the alternative placement.
- Requests for review 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 review will be sent to the guardian within ten (10) school days of receipt of the written request for review.
- The decision of the Superintendent shall be final and not subject to appeal.

Expulsion

Expulsion is permanent denial of school attendance.

Expulsion from School:

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 justifying 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 for Expulsion

From School:

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 the results of 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. The appropriate documentation must be submitted to The Office of Innovative Pathways.
- A District Discipline Conference is conducted by the Superintendent's designee, the District Discipline Conference Officer, within ten (10) days of the discipline infraction.
- The Discipline Conference Officer will review the documentation submitted by the building principal and/or designee.
- The student shall remain on suspension until the conference takes place and a recommendation is made.

From District:

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

Re-admission or Permission to Enroll

If a student is attempting to enroll in the SLPS during a suspension or expulsion or to avoid a suspension or expulsion from another in-state or out-of-state school district, including a private, charter, parochial school or school district, a conference with the Superintendent or the Superintendent's designee may be held to consider if the conduct of the student would have resulted in a suspension or expulsion in the SLPS District. Parents should contact the Hearing Office to schedule an appointment.

Upon determination by the Superintendent or the Superintendent's designee that such conduct would have resulted in a suspension or expulsion from 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 Hearing Office.

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

Per State Statute §167.171, 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:

- (a) First degree murder under section 565.020;
- (b) Second degree murder under section 565.021; (c) First degree assault under section 565.050;
- (d) Forcible rape under section 566.030 as it existed prior to August 28, 2013, or rape in the first degree under section 566.030;
- (e) Forcible sodomy under section 566.060 as it existed prior to August 28, 2013, or sodomy in the first degree under section 566.060;
- (f) Statutory rape under section 566.032;
- (g) Statutory sodomy under section 566.062;
- (h) Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023;
- (i) Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020;
- (j) Arson in the first degree under section 569.040;
- (k) Kidnapping or kidnapping in the first degree, when classified as a class A felony under section 565.110.

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 the student 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.

Individuals with Disabilities Education Act (IDEA) and Section 504

The requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act regarding discipline of students with disabilities may impact provisions of the Safe Schools Act and the Saint Louis Public School District Code of Conduct. The requirements may limit the District's ability to exclude these students without following the change in placement procedures required by law.

It is the policy of the Board to provide a free, appropriate public education (FAPE) 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, the Missouri State Plan for Special Education, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794.

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 age three (3) 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 are 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. The District has similar child find responsibilities under Section 504.

For additional information, contact your child's principal or the 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, St. Louis, MO 63101.

The St. Louis Public District assures that it will provide 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 and 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 change in placement. Categories of disabilities under the IDEA include Intellectual Disability, Hearing Impairments and Deafness, Speech or Language Impairment, Visual Impairments/Blindness, Emotional Disturbance, Orthopedic Impairment, Autism, Traumatic Brain Injury, Other Health Impairment, Specific Learning Disability, Deaf/Blindness, Multiple Disabilities, and Young Child with a Developmental Delay. In order to be eligible for services under the IDEA, the student must also require special education and related services because of that disability.

A student has a disability under Section 504 when the student has been evaluated and a determination has been made that the student has a mental or physical impairment that substantially limits a major life activity.

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 Saint Louis Public School District has adopted the Missouri State Plan for Special Education. This plan may be reviewed at the Office of Special Education during regular business hours.

The Saint Louis Public School District assures that education records and/or 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 by 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/guardians and eligible students have the right to file a complaint with the Student Privacy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C., 20202-85204605 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).

Discipline of Students with Disabilities under the IDEA:

Students with disabilities are expected to abide by the rules established in this handbook. State and federal law requires that certain procedures be followed when students with disabilities as defined by the IDEA and Section 504 are suspended. For the purposes of the following section, a student with a disability is a student who is eligible to receive services pursuant to Part B of the IDEA.

Special Circumstances:

Students with disabilities 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. Students may be removed under this provision even if the student’s behavior was a manifestation of the student’s disability.

Request for Review:

Parents may request a review of 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 and the Parent’s Bill of Rights.

Protections For Children Not Yet Determined Eligible:

Students who have not been identified as eligible for services under the IDEA and who have engaged in behavior that violates a code of conduct may assert rights under the IDEA 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 District is deemed to have such knowledge if:

- 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.

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 Prior Written 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 the District believes maintaining the student's current placement is substantially likely to result in injury to the child 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 to challenge the interim alternative educational setting or the manifestation determination or 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) school days of the date the hearing is requested and shall result in a determination within ten (10) school days following the hearing.

Missouri State High School Activities Association Eligibility

The high schools of the Saint 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. Although middle schools are not members of MSHSAA, middle schools follow the rules and guidelines of MSHSAA.

Eligibility Requirements:

1. Bona fide student: In order to represent the school the individual must be a bona fide student and meet all eligibility and the specific standards in By-Laws 3.3 through 4.1.6.
 - a. A student who is enrolled in and regularly attending classes at the member school and who meets the minimum academic requirements in By-Law 2.3.2 through full-time attendance at the school as per By-Law 2.3.4.a.
 - b. A student who has established residency at the member school and whose official records and primary academic transcript is housed and maintained at the member school, and who is accumulating credits toward receiving a diploma from that member school, and meets the minimum academic requirements in By-Law 2.3, but is attending classes at a non-member technical high school run by the member school's school district or accredited by DESE or a non-member alternative high school run or contracted by the member school's school district or accredited by DESE. Such students must meet all essential eligibility standards for participation.
 - c. A student who is recognized by the school as meeting the minimum academic requirements outlined in By-Law 2.3.2 through a non-traditional enrollment option as outlined in By-law 2.3.4.b and 2.3.4.c.
2. Citizenship: Students who represent a school in interscholastic activities must be creditable citizens and judged so by the proper authority. Those students whose character or conduct is such as to reflect discredit upon themselves or their schools are not considered "credible citizens." Conduct shall be satisfactory in accord with the standards of good discipline.

The District Athletic Administrator may be reached at (314) 345-4418. You may also visit the Missouri State High School Activities Association website at www.mshsaa.org.

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 Board of Education. 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 2012 & Beyond

Communication Arts	4.0
Electives	7.0
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>3.0</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 pass CPR Training as well as the Missouri and U.S. Constitution tests.



Parents Right to Know

Dear Parent or Guardian:

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

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

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

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

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

Missouri Department of Elementary and Secondary Education

**Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

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

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

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

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

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

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

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

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

The following activities will occur in the investigation:

Record. A written record of the investigation will be kept.

Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.

Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.

Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.

Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).

Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

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

9. How will appeals to the Department be investigated?

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

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

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

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 (or a former student, regardless of age who has enrolled in a higher education institution), 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, a parent or eligible student has the right to inspect and review the student's education records. The procedures to inspect and review a student's records are set forth in Board Regulation [R5125.2](#).

Right to File Written Objections:

Under FERPA, a parent or eligible student who believes that information contained in the student's official records is inaccurate or misleading or violates the privacy or rights of the student, may file written objections to the Superintendent or designee and request that the contested information be amended. The procedures to request an amendment of a student record are set forth in Board Regulation [R5125.5](#).

Consent to Disclosure:

Under FERPA, a parent or eligible student must consent to disclosure of information in or from a student record, except to the extent applicable state or federal law authorize its release without consent. Board Regulation [R5125.2](#) sets forth when information in or from a student record can be disclosed without parental or eligible student consent. One of the exceptions to the prior consent requirement is that information in or from a student record, including a student's personally identifiable information, can be disclosed to school officials who have a legitimate educational interest in such records. Under Regulation [R5125.6](#), "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 of Education, the Superintendent of Schools, and Deputy/Assistant/Associate/Network Superintendents and their agents 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 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.

Directory Information:

Under FERPA, the District has 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
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent 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:

Another exception to the prior consent requirement under FERPA 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 to Student 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 Complaint Procedures

The Federal Every Student Succeeds Act (ESSA) of 2015 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/guardians 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 a written allegation that there was a violation of a federal statute or regulation that applies to a program under ESSA. 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 applies to a program under ESSA and 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?

Complaints can be filed with the District or with DESE. If the complaint is first filed with the District and cannot be resolved at the District level, the complainant may appeal the complaint to DESE. A complaint filed with either the District or DESE must be a written, signed statement that includes: (1) A statement that a requirement that applies to an ESSA program has been violated by the District, and (2) The facts on which the statement is based and the specific requirement allegedly violated.

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 Network Superintendents. The Deputy and Network Superintendents will determine which of the three options will be utilized for complaint resolution.*

1. Deputy and/or Network 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 Board of 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 Network Superintendents (Days 17-27)

- A. Upon the appeal, the Deputy or Network 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 Network 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 Board of Education (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.

SLPS 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: _____ Date: _____

Section 3a: To be completed by Network Superintendent

This complaint should be resolved by:

____ Deputy Superintendent of Academics

____ Superintendent

____ Board of Education Complaint Subcommittee

REASON:

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 following individuals were notified of decision by/on:

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, Network Superintendent and Superintendent.

Standard Complaint Resolution Process as it Applies to Disputes Regarding the Education of Homeless Children and Youth

R6171.3.3

THE ELECTED BOARD OF THE SCHOOL DISTRICT OF THE CITY OF ST. LOUIS REGULATION

INSTRUCTION

ELEMENTARY, MIDDLE AND SECONDARY

Curriculum Extensions

Instruction of Atypical Students -- Homeless -Resolving Grievances

I. School District Level – It is the responsibility of the school district’ homeless liaison to handle disputes concerning eligibility, school selection or the enrollment in school and inform the complainant of the district’s complaint resolution procedure when a question concerning the education of a homeless child or youth arises. During the dispute, homeless children and youth must be enrolled and fully participating in school activities as well as receive transportation, if requested to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment. In resolving such complaints, the following procedures shall be utilized at the school district level:

1. The parent/guardian or unaccompanied homeless youth should be referred to the district’s homeless coordinator. The district will provide the complainant with a copy or have access to review the board of education policies addressing the education of homeless children and youth. The homeless liaison should expeditiously arrange a meeting to discuss the complaint. If the dispute is not resolved after the initial discussion with the homeless coordinator, the complainant can file a written complaint to the homeless coordinator for further review. The homeless coordinator will provide a written proposed resolution of the dispute or plan of action within five (5) days* of the date that the complaint was received by the homeless coordinator.

2. If the dispute is not resolved at the homeless coordinator level, the complainant may file a complaint with the superintendent for review. The superintendent should expeditiously arrange a meeting. The superintendent will provide a written resolution within five (5) days* of the date of the discussion.

3. If the dispute is not resolved at the superintendent level, the complainant may present the matter before the 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 the Department of Elementary and Secondary Education. Complaints made under this process must be made in writing and signed by the complainant. In resolving such complaints, the following procedures shall be utilized at the state level:

1. Address the complaint to the State Homeless Coordinator, Federal Programs, P.O. Box 480, Jefferson City, Missouri 65102-0480.

2. Include in the written complaint the following:

- a) a detailed description of the dispute
- b) the name(s) and age(s) of the child(ren) involved
- c) the name(s) of involved school district personnel and the district(s) they represent
- d) a description of attempts that were made to resolve the issue at the school district level

3. The Director of Federal Programs will inform the involved school district(s) of the complaint. The director or the director's designee will collect needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.

4. Within thirty (30) days after receiving a complaint, the director will inform the parties, in writing, of the decision.

5. 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 indicating why the complainant disagrees with the decision.

6. Within (thirty) 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.

*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 time.

References

cf: Board Policy P0400

Legal: McKinney-Vento Homeless Assistance Act of 2001 (42 U. S. C. 11431 et. seq.)
Family Educational Rights and Privacy Act of 1974, 42 U.S.C. §1232g.

Regulation approved: December 12, 1995

Revised: December 07, 1999

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Revised: May 15, 2008

Revised: May 11, 2022

Revised: July 7, 2022

Dispute Resolution Procedures Regarding the Determinations for a Child or Youth in Foster Care

The following is the complaint resolution process recommended by the Department of Elementary and Secondary Education (DESE) when a dispute arises regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care.

1. Level I of the appeal is to the Superintendent or his/her Designee;
2. If the dispute is unresolved at the first level, the final appeal (Level II) is to the Department of Elementary and Secondary Education (DESE).

If a dispute arises over the Best Interest Determination, the child or youth shall remain in his or her school of origin, while the dispute is being resolved, to minimize disruptions and reduce the number of moves between schools.

The District must collaborate with the Missouri Children's Division and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DESE.

Disputes may only be filed by the educational decision-maker or parent. The two parties may not use the school district dispute resolution process to resolve disagreements amongst themselves.

The definition of "foster care" is 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.

Glossary of Terms

Accommodations – shall mean changes in how a test is administered that do not substantially alter what the test measures and 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 kid 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)/ 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 includes school staff responsibilities meant to help a student to meet behavior expectations. 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 cyber threats. 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 – 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. The use of physical restraint by trained staff shall not be considered as Corporal Punishment. Board Policy P5144.

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

Cyberbullying – 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. Cyber threats 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).

Discipline – shall mean the steps, action, or interventions teachers, administrators, support staff, and parents/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.

District – shall mean Saint Louis Public School District.

District Discipline Conference – shall mean the due process proceeding for a Type I infraction or repeated Type 2 infractions.

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. Anyone 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, Walkman, CD 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.

ESSA- Every Student Succeeds Act

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 used as instruments to cause harm.

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/ 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)/ guardian(s)
- The student, as appropriate
- Someone who is able to interpret the instructional implications of evaluation results
- Other individuals whom the parent(s)/ guardian(s) or the school chooses to invite

In-School Suspension (ISS/Reflection/Recovery) – shall mean the temporary removal of a student from his/her assigned classes and the placement of a student with an approved ‘time-out’ program, usually at the same school. In-School-Suspension is considered an alternative to out-of-school suspension and is primarily used when a student is disrupting the learning environment of their classroom.

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(s)/guardian(s) 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)/ guardian(s) participate in the decision.

Member of the School Community - shall include but is 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 in 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.

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, including school-related activities (e.g. athletic or intramural events) outside of normal school hours.

Other Very Serious or Illegal Act – shall mean student behavior that is unlawful, dangerous or poses a danger to the safety or security of the school district.

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 maintaining a climate of safety and learning in our schools. Use of PBIS is a ‘best practice’ that decreases 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)/ 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)/ 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 to 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)/ guardian(s) counseling and training; and transportation.

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 forcibly stealing property and in the course thereof the offender (1) Causes serious physical injury to any person; or (2) Is armed with a deadly weapon; or (3) Uses or threatens the immediate use of a dangerous instrument against any person; or (4) Displays or threatens the use of what appears to be a deadly weapon or dangerous instrument.

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 students attend school for instruction purposes.

School Grounds/Property - shall mean any physical asset utilized, supervised, rented, leased, or controlled by the school district including, but not limited to, school playgrounds, parking lots, school buses, and any property on which any school activity takes place.

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 voice messages, and/or 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 – shall mean 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 or 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.

Sexual Misconduct – shall mean those who consensually touch another person's body and/or clothing in a way that constitutes or results in sexual contact. Sexual misconduct also includes unwanted sexual advances or requests for sexual favors, sexual gestures, possession and/or distribution of sexual paraphernalia, viewing or distributing sexual or pornographic material via social media or electronic means, and/or pornographic magazines.

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

Special Circumstances – shall mean IDEA defines special circumstances as follows: illegal use of 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)/ 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 – as referenced by the Safe Schools Act prohibiting weapon possession on campus, “weapon” shall mean an antique firearm, curio or relic firearm, blackjack, blasting agent, concealable firearm, detonator, a firearm (loaded or unloaded), an explosive weapon, a firearm silencer, a gas gun, a machine gun, a projectile weapon, rifle, a short barrel, a shotgun, a spring gun, a switch-blade knife, knife (other than an ordinary pocketknife with no blade more than four inches in length), knuckles, or any other object defined as a weapon pursuant to RSMo. 571.010. SAB Policy 5131.6.

Code of Conduct Review

The Board of Education will review this code of conduct every year and update it as necessary. In conducting the review, the board will consider how effective the code's provisions have been and whether the code of conduct has been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of students, teachers, administrators, parent organizations, community members, school safety personnel and other school personnel. Before adopting any revisions to the code of conduct, the Board will hold at least one (1) public hearing at which school personnel, parents, students and any other interested party may participate.