



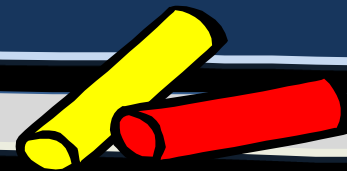
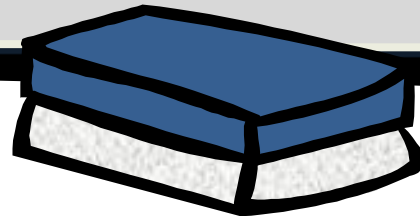
Creating Positive School Culture

Be Safe

Be Respectful

Be Responsible

Be Prepared





Kelvin R. Adams, Ph. D
Superintendent of Schools

Dear Parent/Legal Guardian:

Welcome to the 2016-2017 school year. We know you have many choices when selecting a school and we appreciate your decision to enroll your child with St. Louis Public Schools.

Providing a safe learning environment for all students is one of the highest priorities for St. Louis Public Schools. In order to help us reach this goal, we ask you to please read and review the 2016-2017 Parent Information Guide & Student Code of Conduct. This guide provides important information for parents and students regarding the rights and responsibilities of all members of the school community and outlines the expectations for student behavior that will result in a safe, positive and supportive learning environment.

After you have reviewed this guide with your child, please sign and date the enclosed Student and Parent(s)/Legal Guardian(s) Acknowledgement form on page 3 and return it to your child's teacher.

The 2016-2017 Parent Information Guide & Student Code of Conduct is yours to keep and refer to as needed throughout the school year. An electronic copy of the guide is available on the District website at www.slps.org under the Parents & Students tab.

Thank you in advance for your cooperation in helping to make your child's school a safe place for learning.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelvin R. Adams", written over a light blue horizontal line.

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

The St. Louis Public School District

2016-2017 Parent Information Guide & Student Code of Conduct

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

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

We know that you share the St. Louis Public Schools' goal of providing a safe school environment. In order to help us reach that goal we ask you to please read and review this Parent Information Guide and Student Code of Conduct. After you have reviewed the Parent Information Guide and Student Code of Conduct, please sign the affidavit below, tear this page out of the handbook, and return the signed page to your child's classroom teacher. This document acknowledges your receipt of this information for which every St. 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 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 and prepared
- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself
- By signing this pledge, I understand and accept the responsibility of the Student Code of Conduct, for as long as I am a student in the St. Louis Public School District.

Parent/Guardian Pledge

- I pledge my child will be in attendance and on time for class every day.
- I pledge to teach my child to be safe, responsible, respectful, and prepared.
- I pledge to be a responsible advocate for my child.
- I pledge to be engaged in my child's learning.
- I pledge to support my child 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 St. Louis Public School District

Student Signature: _____

Date: _____

Parent Signature/Legal Guardian: _____

Date: _____

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St. Louis Public School District Vision Statement

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

St. Louis Public School District Mission Statement

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

St. Louis Public School District Core 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 and 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 children.

Parent Information Guide

Important Phone Numbers

St. Louis Public Schools • 801 N. 11th St. • 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) 345-4405

Career & Technical Education: (314) 345-4531

Full Service Schools: (314) 345-4590

Dropout Recruiter: (314) 345-4424

Early Childhood: (314) 331-6150

Enrollment Information: (314) 633-5200

Family and Community Engagement: (314) 345-4490

Parent Concerns: (314) 345-2480 or 345-4573

Food Services: (314) 345-2308

Gifted & Talented: (314) 345-4548

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

Human Resources: (314) 345-2379

Innovative Pathways: (314) 345-6950

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 (7577)

Special Education: (314) 633-5344

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

Student/Transcripts Office: (314) 645-2648

Transportation:

(314) 389-2202 for changes

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

(314) 772-3184 for bus status for all routes that begin with 1000

(314) 389-1111, ext. 1 for bus status for all routes that begin with 2000

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



St. Louis Public School District 2016-2017 Academic Year Calendar

Final FY16-17		Saint Louis Public Schools		2016-2017 Academic Year Calendar						
WR	S	M	T	W	Th	F	Sa	Su		
									July '16	
17	18	19	20	21	22	23	24	25	Teachers 0/Students 0	
24/31	25	26	27	28	29	30			25 11 Month Staff Returns to Work	
									August '16	
7	8	9	10	11	12	13	14	15	Teachers 18/11 Students	
14	15	16	17	18	19	20	21	22	10.5 Month Staff Returns to Work 10 Month Staff Returns to Work	
21	22	23	24	25	26	27	28	29	8-16 Opening Activities Days (5 Professional Development; 2 Classroom Prep)	
28	29	30	31						17 First Class Day for All Students	
									September '16	
4	H	6	7	8	9	10	11	12	Teachers 22/21 Students	
11	12	13	14	15	PR	17	18	19	5 Holiday-Labor Day District Closed	
18	19	20	21	22	23	24	25	26	16 Interim Progress Reports for Quarter 1	
25	26	27	28	29	30					
									October '16	
2	3	4	5	6	7	8	9	10	Teachers 21/19 Students	
9	10	11	12	13	PD	15	16	17	13 Quarter 1 ends 41 days/264.45 hours	
16	SO	18	19	20	PCD*	14	15	16	14 Professional Development (no students)	
23	24	25	26	27	28	29	30	31	17 Second Quarter begins	
30	31								21 Parent conferences (no students) <i>Conferences to be held 3 hrs. after school on 10/20 and 3.5 hrs. morning of 10/21</i>	
									November '16	
6	7	8/NS*	9	10	H	12	13	14	Teachers 22/17 Students	
13	14	15	16	17	PR	19	20	21	8 *No School for non 12 month staff; 12 month staff works/School Closed	
20	21	22	23/NS*	H	H	26	27	28	11 Holiday-Veteran's Day District Closed	
27	28	29	30						24-25 Holiday - Thanksgiving District Closed	
									18 Interim Progress Reports for Qtr 2	
									23 *No School for non 12 month staff; 12 month staff works/School Closed	
									December '16	
4	5	6	7	8	9	10	11	12	Teachers 22/15 Students	
11	12	13	14	15	16	17	18	19	21 Quarter 2 ends 42 days/270.90 hours	
18	19	20	21	RK	WB	24	25	26	22 Record Keeping (no students)	
									22-23 *No School for non 12 month staff; 12 month staff works/School Closed	
									25-26 Holiday-Christmas	
									23-30 Winter Break (no school)	
									First Semester 83 days/535.35 hours	
									January '17	
									Teachers 22/19 Students	
									1-2 Holiday-New Year's Day District Closed	
									3 Professional Development (no students)	
									4 Third Quarter Begins/Classes Resume	
									16 Holiday-Martin Luther King Day District Closed	
									February '17	
									Teachers 20/18 Students	
									3 Interim Progress Reports for Quarter 3	
									17 Professional Development (no students)	
									20 Holiday-President's Day District Closed	
									March '17	
									Teachers 23/17 Students	
									5 Quarter 3 ends 45 days/290.25 hours	
									10 Fourth Quarter Begins	
									13 Parent conferences (no students) <i>Conferences to be held 3 hrs. after school on 03/16 and 3.5 hrs. morning of 03/17</i>	
									17 Spring Break (no school)	
									20-24	
									April '17	
									Teachers 20/19 Students	
									1 *No School for non 12 month staff; 12 month staff works/School Closed	
									14 Interim Progress Reports for Quarter 4	
									May '17	
									Teachers 20/19 Students	
									25 Last Class Day/Quarter 4 ends 47 days/303.15 hours	
									26 Record Keeping (no students)	
									26 Last Day for 10 Month Employees	
									29 Holiday-Memorial Day District Closed	
									30-31 Snow Days	
									Second Semester Totals 92 days/ 593.4 hours	
									June '17	
									Teachers 20/19 Students	
									1-6 Snow Days	
									2 Last Day for 10.5 Month Employees	
									29 Summer School Ends	
									5 Summer School Begins	
									9 Last Day for 11 Month Employees	
									July '17	
									1 Holiday-Independence Day	
									4	

Assessment Days
Grade Level MAP Testing Window

Totals for the 2016/2017 School Year days: hours:
 Student 175 days, 175 @ 6 hr. 27 min. (6.45/day)=1,128.75
 Teacher 210 Days (175 teaching days, 35 without students (5 days for winter break; 5 days for spring break; 8 holidays; 2 record keeping days; 3 no school days; 8 professional development days; 2 parent conference days; 2 classroom prep.)

Enrollment – General Procedures

The Office of Recruitment and 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 will need the following information to enroll their child(ren)

- Your child's birth certificate
- Your child's immunization records
- Your child'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 child in a Neighborhood School for grades K-12 (not Early Childhood or Magnet/Choice Schools), please call (314) 633-5200.

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

For Magnet and Choice School Information, please visit www.slpsmagnetschools.org for information about how to apply for the 2017/2018 school year.

For more information or to schedule your child's gifted testing, please call the Office of Gifted & Talented at (314) 345-2435.

Parental/Guardian Involvement and Communication

District Communication

The District is committed to keeping parents and guardians informed about activities and events that take place during the school year. The method used to share information will vary, depending on the type of message being sent. 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.

Parents/Guardians may sign up for District emails and get Twitter and Facebook addresses by visiting the District website at www.slps.org.

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

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

Parent Communication/Involvement with the School

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

- Go to Open House - This is a great way to begin a relationship with your child's teachers. It gives you the opportunity to meet the teacher(s) during positive circumstances, understand the procedures of the classes and school, and learn about the expectation teachers have set for the students.
- Collect Phone Numbers - Create a phone list of all important contacts in the school - front office, grade level office, attendance contact, teachers, and other support personnel.
- Collect email addresses - Teachers sometimes have difficulty returning phone calls because of their schedule and yours. Email can be a great way to keep in contact with your child's teachers for academic progress and behavior updates.
- Conferences - We encourage you to make an appointment for a conference to speak with your child's teachers. Please do not drop by the school and expect to have a conference without notifying the school first.
- Look for and join your child's school's parent organization.
- Volunteer at your child's school.

Please note that every school/program will have its own set of procedures for dismissal, pick-ups, drop-offs, etc. Always remain in constant communication with your child's teacher and building principal to find out these specifics.

The following are specific entities that exist within the district to support our families to be partners in their child(ren)'s education.

Office of Family and Community Engagement

The Office of Family and Community Engagement coordinates the valuable efforts of the Family and Community Specialists who serve the parents and students of the St. Louis Public Schools. Family and Community Specialists facilitate parent involvement, which is designed to strengthen school programs, family practices, and student development.

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

- establish a home environment that supports children as students,
- promote effective communication between schools and homes,
- recruit and organize parental involvement and support,
- provide information and ideas to enhance learning at home,
- involve parents as leaders and representatives in the school's decision-making process, and
- identify and integrate community resources to strengthen school programs, family practices, and student development.

The Office of Family and Community Engagement is dedicated to ensuring continuous partnership between family, school, and community and can be reached by calling (314) 345-4490.

There are times when a parent/guardian may have a concern regarding their child's education or a school situation. Parent(s)/Guardian(s) are asked to adhere to the following procedure to bring resolution to their concern.

Parental Concerns

The first step in resolving a concern, issue, or complaint is to address it with the school based staff member who is most closely and directly involved with the situation or the Family and Community Specialist assigned to your child's school. We request that you contact the school and schedule an appointment with the Family and Community Specialist assigned to your child's school or school based staff member who is most closely and directly involved with the situation. Through amicable dialogue and cooperative agreement, resolution can usually be reached. We encourage all parents/guardians to take this first step.

If the concern or complaint cannot be resolved with the first step, the parent(s)/guardian(s) should contact the school administration. This may be an assistant principal or the principal. Once contact is made:

- The principal will confirm that the parent(s)/guardian(s) have attempted to resolve the concern with the classroom teacher or other school-based staff member.
- The school administration will attempt to resolve the concern or complaint as quickly and satisfactorily as possible by involving the parent(s)/guardian(s) and all pertinent staff members.

If the concern has not been resolved through the informal process outlined in steps one and two, the parent(s)/guardian(s) should contact the Office of Family and Community Engagement at (314) 345- 4490. Concerns may be given over the phone but preferably received in writing either by letter or email. The Office of Family and Community Engagement will complete a record of parent(s)/guardian(s)'s concern and document all information provided (either verbally or in writing). Contact will be made with the school administration to review all information provided regarding the concern or complaint. If necessary, staff from other administrative departments may be included in the process.

Note: The procedures outlined here are not to be used for resolving complaints 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 newly formed Parent Action Council (PAC) will serve as a district parental involvement organization. In partnership with the Office of Family and Community Engagement, the Parent Action Council will consist of two parent representatives from each St. Louis Public School. The Parent Action Council will conduct monthly meetings to implement *Keys to Successful Partnerships: Six Types of Involvement*.

- Vision: The Parent Action Council of St. Louis Public Schools is to act as a district parental involvement organization that helps provide effective collaboration among families, schools and the community to support student academic development.
- Mission: The Parent Action Council of St. Louis Public Schools is to serve all St. Louis Public Schools families as a sounding board and action network regarding federal, state, city and district policies, procedures, programs, and personnel matters concerning student education and achievement.

The Parent Action Council may be reached by calling (314) 345-5722 or emailing pac@slps.org.

Uniform/Dress Code Expectations

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

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

Procedures for Correcting Inappropriate Attire:

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

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

Level 1- Initial or infrequent violations (teacher led)

- Parent Contact
- Behavior contract with recognition system
- Private Conference with student

Level 2- Frequent violations after level 1 interventions have been implemented (Admin or Team led)

- Assess possible unmet needs
- Home Visit

Level 3 – Continued and frequent violations

- Removal of Privileges (school and classroom)

Attendance Expectations

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

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

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

- Hospitalization - Extended hospital stay as verified by a discharge statement
- Student illness - Personal, physical, or emotional illness or extended recuperation from an accident as verified by a physician, dentist, or nurse practitioner as verified by one of the following:
 - Contagious with documentation from doctor/nurse practitioner
 - Physician’s note with 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 for ESOL)

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

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

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

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

Make-up Work:

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

Notification of Absence or Tardy:

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

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

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

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

National School Lunch Program/School Breakfast Program

Starting with the 2014-15 school year, Saint Louis Public Schools will continue to operate under a revised meal service policy, the Community Eligibility Provision Program, which will allow all SLPS school children to eat a free breakfast and lunch without having to complete a Family Application for Meal Benefits.

The intent of the Community Eligibility Provision (CEP) is to **improve access** to free school meals in eligible high poverty LEAs and schools and to **eliminate the administrative burden** of collecting family applications.

Special Dietary Needs

Students needing a special food plan or those students with specific food allergies must have a doctor's prescription indicating the type of food plan that is necessary. Parent(s)/Guardian(s) should contact Health Services at (314) 345-4401.

Early Childhood Education

The **mission** of the St. Louis Public Schools Early childhood Department is to assure the asocial-emotional, physical, cognitive, and language needs of child birth to five are met by developing a comprehensive system of educational services to support children and families.

Values

- All children can learn, regardless of their socioeconomic status, race, or gender
- Learning begins at birth.
- Parents must be included in the education process.
- Competent, caring, properly supported teachers are essential to student learning.
- The community must be involved in encouraging high achievement for all children.
- The St. Louis Public Schools are committed to helping students overcome any obstacles that may hinder their learning by forming partnerships with the entire community.

Goals

- To promote the social and emotional, physical, cognitive, and language development of children from birth to preschool age.
- To involve families in developmentally appropriate activities to improve the developmental skills of children.
- To involve parents, children, staff and community partners in sharing and planning experiences that strengthen the bond between home and school.
- To provide access for all 3 and 4 year-olds who reside in Saint Louis City.

Enrollment

Enrollment for the SLPS Early Childhood Program begins in the spring for the following school year. For more information, call (314) 331-6150 or refer to <http://www.slps.org//Domain/36>.

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

- Official State Issued Birth Certificate that includes the raised seal.
- Parent/Legal Guardian Identification – state issued identification or passport is acceptable
- Proof of Residency – must be a current UNPAID utility bill in your name for your present address (from Ameren, Laclede Gas or City of St. Louis Water Division)
- Proof of Annual Income – one of the following: 2015 Tax Return; TANF letter; SSI letter or statement; or most current Food Stamp Budget Summary.
- Current Immunization Record for your child.
- Current Health Insurance Card information.
- Current Physical – completed by child’s physician including lead and hemoglobin results within the last year.
- Current Dental Form completed by Child’s dentist.

Discipline Expectations

- Early childhood teachers may use a variety of strategies depending on the child and the situation. These strategies include but are not limited to: gaining a child’s attention, staying in close proximity to the child, reminding them of the rules, acknowledging feelings before setting limits, redirecting or diverting behavior, age appropriate choices, and natural consequences. Time out is used as a last resort and shall not exceed one minute per year of age.
- Discipline shall be the responsibility of adults who have an ongoing relationship with the child. Parents will be notified by the teacher/principal when a child is exhibiting a pattern of unacceptable behavior.
- The teacher/paraprofessional staff, principal meets with the child’s parent to formulate a plan, including but not limited to outside referrals, to meet the needs of the child.

Physical Exams, Immunizations, and Medications

Please visit www.slps.org>>Parents and Students>>> Student Health to find forms referred to below, as well as health resources in the community.

Physical Examinations

Students with chronic healthcare problems, special healthcare needs, and who require medication administered on a regular basis during the normal school day are required to present a physical or current exam report form (OHS 19) to the school nurse at the beginning of each school year along with the following as applicable:

- Asthma Action Plan for all students with asthma
- Diabetic Action Plan for all students with insulin dependent diabetes
- Seizure Action Plan for all students with seizure disorders
- Food Allergy Action Plan for students with food allergies and OHS-18 (see school nurse)
- Sickle Cell Action Plan for all students with sickle cell disease
- Authorization for Administering Medication to Student

High school students who participate in cheerleading and on athletic teams are required to have an annual sports physical examination report on file with the school nurse and the athletic office. See the school nurse or the school district website for the appropriate form (<http://www.slps.org/Domain/71>).

Failure to provide the required physical examination reports can result in exclusion from the school setting.

Immunizations

Missouri's immunization law (Section 167.181RSMo) requires students to show proof of compliance upon enrollment in public, private, parochial, or parish schools before they can attend school. The schedules for preschool and school age children are on the school district website under the Parent & Student link, School Health.

Check with your child's primary care provider, clinic, or the last healthcare facility where the child received a shot to obtain the most up to date copy of the entire shot record. Complete immunization records must include the month, date, and year of administered vaccines.

Always notify the school nurse when your child receives a new shot. If the school nurse sends a Notice of Need Letter to you regarding the child's need for an immunization take the child to the doctor promptly to avoid the child being excluded from school. The state law requires exclusion from school of all students who do not complete vaccinations once started. A list of other resources for immunizations is available on the Student Health page of the district website, as well.

Medications

St. Louis Board of Education Policy P5141.5 states it shall be the policy of the Board of Education to discourage the administration of medication to children during school hours. The administration will be restricted to medication that cannot be given on an alternative schedule; however, the district will offer reasonable accommodations to ensure that the student can still receive his or her medication. The board recognizes that some students may require medication for a chronic or short-term illness, injury, or disabling condition during the school day in order to enable them to remain in school and participate in their education. The board also recognizes that some students may require the administration of medication

during school hours if the medication is necessary for the student to benefit from the educational program. Neither prescription medication nor over the counter medication will be permitted in the school or administered in the school except in accordance with board policies and regulations.

The AUTHORIZATION FOR ADMINISTERING MEDICATION TO STUDENT (OHS-14) and/or PERMISSION TO CARRY AND SELF ADMINISTER MEDICATION (OHS-15) form, which may be obtained from the school nurse, identify the process that must be followed for each student to have medication at school. **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.

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. The school nurse will contact you when refills are necessary and all unused medication is to be picked up by the parent/guardian or adult designee at the end of the school year. Any and all unclaimed medications will be discarded on the last day of school.

The necessary forms can be obtained from the school nurse at your student's assigned school and he/she can clarify and help you with the process when your student needs medication. The authorization forms are also available for you or the prescribing doctors to use on our website www.slps.org under the Parents & Students Link by clicking on Student Health. Please contact the school nurse at your child's school for additional information.

Special Dietary Needs

Students needing a special food plan must have a doctor's prescription indicating the type of food plan that is necessary. Parent(s)/Guardian(s) should contact Food Services at (314) 345-2308 or (314)345-4519 for more information. (OHS-18 form and a current photo of student is required)

Life Threatening Food Allergies

Emergency medications (e.g. epi pens, Benadryl) ordered in the action plan should be provided to the school nurse. The medications should have a pharmacy label that matches the orders on the action plan. Please provide prescribed emergency medication and the medication consent form to the school nurse on the first day of school. Provision of meal substitutions is by Doctors order only- OHS-18. Our complete Allergy policies and procedures is located at www.slps.org >>Board Policies>>Article 5, 5142P and 5142R.

A number of mobile services are provided at each site during the school year. Written parental consent is required for these services. Information about health insurance for adult family members is available on the student health page of the district website, as well. One of our greatest goals is for all members of every family to reach optimal health physically, mentally, spiritually, socially, and emotionally. Contact the school Nurse Coordinator if further help is needed, by calling Surilla Shaw at 314-345-4401; or emailing Surilla.shaw@slps.org.

Safety and Security

The St. 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 St. 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 126 officers who are assigned at all middle and high school locations. The elementary locations are monitored by 10 mobile Inspectors 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.

The security personnel is responsible for patrolling the inner and outer perimeter of the SLPS property, and respond to incidents that may take place therein, at the middle and high school locations each person that enters the building must be screened by entering a stationary metal detector and 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 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 the school bus is a privilege – not a right. Improper behavior may result in a student being removed from riding the bus either on a temporary or permanent basis. The bus driver is in charge. Students must obey the driver. Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student's assigned school. The bus is an extension of the classroom and misbehavior will not be tolerated. Students are to ride their assigned buses. Two (2) digital cameras are on every bus to record the activity that occurs 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.
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.

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. Student and/or parent/guardian will be held liable.

Responsibilities of Parents

1. Read, discuss, and review this section and the Transportation Section on page 18
2. Encourage your children 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) 389-2202.
5. Report all observed misconduct on school buses and at school bus stops to the Principal.

For concerns regarding transportation, please contact:

(314) 389-2202 for route changes, concerns, or bus issues.

(314) 389-1111, ext. 1 for all routes that begin with a “2” for bus status or if your child has missed the bus.

(314) 772-3184 for all routes that begin with a “1” for bus status or if your child has missed the bus.

Refer to page 53 for more specific information regarding Bus Transportation and Student Conduct.

6. Observe all rules of conduct governing student behavior (see the 2015-2016 Student Code of Conduct handbook).
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.

8. Fighting, pushing, shoving or creating loud disturbances is prohibited.
9. Smoking, eating, and drinking are not permitted.
10. Place trash in receptacle provided near front of bus.
11. Use of profanity or obscene gestures is 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.

6. Place identification of your child 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 children are at the bus stop five (5) minutes before the bus is scheduled to arrive.
9. 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.

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 are 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. Anyone engaging in disruptive behavior may be subject to receiving a No Trespassing Order, arrest and prosecution.

Bully Awareness

Bullying is aggressive behavior that is intentional, hurtful and repeated over time, which creates an imbalance of power between the bully and the victim. Bullying affects everyone at the school – the bully, the victim, and the bystanders as it creates a fearful school climate where students do not feel safe.

- Bullying is more than just teasing.
- Anyone can be a bully.
- Anyone can be a victim.
- Bullying is not a modern problem.
- Bullying affects everyone.
- Bullying is a serious problem.
- Schools, families, and the community can work together to find solutions.
- A comprehensive plan will produce the best results.
- Children at risk can be helped.
- School, families, and the community are responsible for protecting children.
- Bullying happens not just in the United States but also all over the world; bullying in schools is universal.

Types of Bullying

- Physical – pushing, shoving, hitting, kicking, tripping, pinching, etc.
- Verbal – teasing or name calling, making insulting or embarrassing comments, threats, etc.
- Social – spreading rumors, lies, or gossip; intimidation, coercion, exclusion.
- Intentionally damaging one's social status.
- Cyberbullying – using technology to intimidate, harass, or embarrass another student.
- Direct – when the bullying is immediate such as physical and verbal bullying. It is easier to identify.
- Indirect – when the bullying is not immediate and is harder to identify. This includes verbal, social, and cyberbullying.

Why Students Bully

Some of the most common reason students bully is because he/she:

- Likes to have power or control over another student.
- Wants to protect friends or get revenge.
- Wants to relieve boredom and entertain themselves.
- Is good at hiding the behavior or doing them where adults can't notice.
- Is excited about conflict between others.
- Blames others for his/her problems and conduct.
- Likes to be the center of attention by impressing others.
- Seeks to dominate or manipulate others. Does not respect others.
- Gets satisfaction or pleasure from other student's fear, discomfort, or pain.
- Feels little or no empathy for others.
- Displays intolerance and prejudice toward others.
- Many bullies have been bullied themselves or come from a family where there is violence or abuse.

Signs that a Student may be Bullied

- Decreased interest in school work or quality of work.
- Erratic school attendance, higher absenteeism.
- Goes to recess late and returns early. Prefers company of adults during lunch, free times.
- Drops school activities once enjoyed.
- Difficulty concentrating in class or sudden changes in mood or behavior.
- Seems isolated, withdrawn, anxious, fearful, self-blaming.
- Uses "victim" body language – hunched shoulders, head down, avoids eye contact.
- Poor or few social skills; no friends or few friends.
- Lacks sense of humor or uses inappropriate humor.
- Suddenly starts bullying other students.
- Low or no self-confidence or self-esteem. Higher rates of depression.
- Frequent illness or unexplained scratches, bruises, or damage to clothes or belongings.
- Appears ashamed of trait that separates him or her from other students.
- Talks about running away, committing suicide, or other alarming behaviors.

Students: What to do if You are Bullied

Do:

- Walk away as quickly as possible.
- Tell an adult you trust so he/she can help make the bullying stop. Report who bullied you, what happened and where and when it happened. Reporting isn't snitching – it will keep you and others safe.
- Buddy up with a friend or acquaintance. Bullies often go after students who are by themselves.
- Avoid the bully by thinking when you encounter him/her and stay away from those places. If it is a place where you have to go, take a friend with you.
- Stand up for yourself if you are not in danger. Stand straight, look the bully in the eye, and say in a confident voice, "Leave me alone."

Don't:

- Don't fight back as it will make the bully madder and you might get hurt.
- Don't ignore the bullying situation and hope it will stop.
- Don't keep it to yourself. Be sure to tell an adult.

Parents: What to do if Your Child is a Bully

- If contacted by the school, stay calm and try not to be defensive or angry.
- Take it seriously and don't make excuses.
- Decide consequences for bullying, make sure your child knows the consequences and enforce them fairly and consistently.
- Teach your child appropriate ways to deal with anger and frustration.
- Tell your child clearly and firmly that bullying is not acceptable.
- Reward your child for positive behavior.
- Help your child understand the impact of bullying on others.
- Work out a way for your child to make amends for the bullying.
- Seek help or counseling if the bullying continues.



Parents: What to do if Your Child is being Bullied

Do:

- Make sure your child knows being bullied is not his/her fault.
- Let your child know that he/she does not have to face being bullied alone.
- Talk to the school/principal/teacher about ways to keep your child safe from bullying.
- Talk to your child about appropriate ways to respond to bullies.
- Do tell your child not to react, but to walk away and get help if pursued.
- Teach your child to be assertive but not aggressive.
- Tell your child to report bullying as soon as it happens to a trusted adult.
- Look at your child's behavior and style of interaction and consider how you might help him/her to handle these types of situations in the future.
- Contact the school for assistance.
- Seek counseling for your child, if appropriate.

Don't:

- Don't tell the children to solve a bullying problem on their own. Because of the differences in power, the child who has been bullied may suffer more. Bullying problems need adult help
- Don't tell the bullied child to fight the bully. This won't solve anything, someone might get hurt, and fighting is against school policy.
- Don't try to mediate a bullying situation. Bringing together bullies with bullied children to "work out problems" is almost never a good idea. The child being bullied hasn't done anything wrong, so mediation sends the wrong message.
- Don't immediately blame either the victim or the bully. Instead, gather as much information as possible figure out what is going on, and contact the school for assistance.



Sexual Harassment/Gender Discrimination

“Verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee, student, or agent of the District that denies, limits, provides different, or conditions the provision of aid, benefits, services or treatment protected under Title IX.”

The definition of sexual harassment under Title IX includes, but is not limited to, unwelcome sexual advance, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either implicitly or explicitly a term of condition of an individual’s academic status or progress; or
- Submission to or rejection of such conduct by an individual is the basis for educational decisions affecting that individual;
- Such conduct creates an intimidating, hostile, or offensive educational; or
- Qualified students are denied educational or benefits because the opportunities or benefits are given to another student who submitted to sexual advances or requests for sexual favors.

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, substitutes, and other employees, including all volunteers and any non-employee 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

Includes, but 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

Includes, but 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

Includes, but 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 is not limited to conduct by males toward females and 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 individual's good faith belief that an individual has been subjected to sexual harassment. Any 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, the situation is not satisfactorily resolved by the Principal, or if the employee is merely uncomfortable reporting to their Teacher/Principal, the employee should contact the District's Title IX Coordinator at the following location:

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

4. If the student or the Title IX coordinator is of the opposite sex as the reporting employee, or the reporting employee prefers to report the matter to another supervisor/administrator within the District, the employee shall have the right to report. However, the report must be made to a district employee who possesses the necessary authority and obligation to act upon the employee's concern.
5. Any district employee, who receives any report (oral or written) of harassment/discrimination, must notify the Title IX compliance officer within twenty-four (24) hours or within a reasonable time thereafter with good cause for the delay.
6. All complaints of harassment shall be in writing by the student making the complaint or by the individual who receives the complaint. The employee making the complaint should sign the complaint, but a refusal to sign the complaint will not relieve the District of the obligation to investigate.
7. To the extent possible without compromising the integrity of the investigation, the District will maintain the confidentiality of the complaint and the details of the investigation.
8. Upon the filing of a report, the Title IX officer shall immediately conduct a full investigation of the complaint, or the Title IX officer may assign the matter to an investigator for a prompt and full investigation of the complaint. The complaint shall be investigated in a timely manner; however, the length and breadth of the investigation shall depend on the circumstances of the complaint. In any event, the School District will commence the investigation no later than forty-eight (48) hours after receipt of a complaint.
9. Upon completion of the investigation, the findings of the investigator shall be reduced to writing and forwarded to the Title IX compliance officer.
10. If the investigation substantiates the complaint, the District will take appropriate disciplinary or remedial action against the offender(s), up to and including termination of employment/suspension from school. If the offender is a student, disciplinary action shall be taken in accordance with state and federal law and the published District student discipline policies, and may result in expulsion. If the offender is not an employee of the District, the District will take all appropriate action within the scope of its legal authority to eliminate and redress the harassment.
11. If the investigation is indeterminate, the matter will be designated as unresolved, and the Title IX compliance officer will maintain the investigation file separately and apart from any student or personnel file. In the event of an indeterminate finding, the District may still take appropriate remedial actions to minimize the possibility of future complaints.

ENFORCEMENT:

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 take prompt action to investigate all complaints of sexual harassment.
7. 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.

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 principal 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/legal 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/legal guardians who are unable to resolve issues at the school-level

- Review attendance and discipline data to determine district-level decisions
- Review suspension/expulsion appeals

Responsibilities of School Administrators:

- Distribute the Student Code of Conduct to students, parents/legal 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

Responsibilities of Students:

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

Responsibilities of Parents/Legal Guardians:

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

Responsibilities of Teachers:

- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct

- Conduct District Discipline Conferences, including expulsion conferences

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

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

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

- 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

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

- Request additional professional staff development and/or training as needed

- 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 St. Louis Public School District Student Code of Conduct, herein referred to as the Code of Conduct, is dedicated to making sure all students are in school and engaged in learning. The St. 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 consequences of negative behavior are clearly spelled out to convey the seriousness of misbehavior.

The Code of Conduct partners with School Wide Positive Intervention Supports (SW-PBS) to foster student academic and behavioral success. The key to academic and behavioral success is ensuring that each student has exemplary attendance. All members of the school community need to respect each other in order for our schools to provide a positive learning environment for children.

The information in the Student Code of Conduct outlines consistent expectations for student’s behavior in school, describes appropriate interventions, outlines consequences for students, and explains the rights and responsibilities of members of the school community. The Code of Conduct applies to the actions of students during school hours, on the way to and from school, on school property, in district sponsored vehicles, and attending all school sponsored events. It also includes any time that students are off school grounds at school-sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the 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)/legal guardian(s) who inappropriately support their child's education cannot be considered misconduct on the part of the child, 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 misconducts that disrupt the school day are also subject to discipline.
- The Student Code of Conduct applies as long as you are an enrolled student, no matter what school or program you attend.

Please take the time to read the Code of Conduct and discuss it with your child. The staff of the Parent and Student Engagement Office is available to answer any questions you have about the Code of Conduct by calling (314) 345- 4490. Your local school administrator is also available to answer questions about the Code of Conduct.

The Missouri School Improvement Program requires that the District distributes a student code of conduct and provides a protected, orderly environment. (MSIP 6.6) St. Louis Public School District discipline procedures are based on Missouri Law. The information in this handbook may be updated during the course of the school year. The latest version is available on the District's website www.slps.org .

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 Revised Missouri Statutes. School administrators shall report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following crimes or any act which if committed by an adult would be one of the following crimes committed on school property, including but not limited to actions on any school bus in service on behalf of the district or while involved in school activities:

- (1) First degree murder under section 565.020;
- (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) Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child 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 child 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;
- Student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian, in advance, in writing to the principal;
- Student attends an alternative school located within 1,000 feet of a public school;
- Student resides within 1,000 feet of a public school and is on that property.

School Violence and Restrictive Behavioral Intervention

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

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

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

Classifying Infractions

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

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

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

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

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

Type III Infractions

Code	Behavior Concerns	Interventions	
TYPE 3 BEHAVIOR CONCERNS SHOULD NOT BE REFERRED TO ADMINISTRATOR OR STUDENT SUPPORT TEAM UNTIL LEVEL 1 INTERVENTIONS HAVE BEEN IMPLEMENTED CONSISTENTLY OVER AN EXTENDED PERIOD OF TIME AND SHOWN TO BE INEFFECTIVE IN REDUCING THE BEHAVIOR			
51-3	Not Participating in Class	Level 1 (teacher led)	Providing Choice Re-Teach behavioral expectations Behavior contract with recognition system Private conference with student Parent Contact Change in environment (special seating, removal of triggers, providing distractors, etc..) Provide short breaks out of seat
		Level 2 (Admin or Team led)	Assess skill level Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Check-In Check-Out Identify a mentor and establish a schedule of activities related to school performance Conference with Parent/Student/School Staff
		Level 3	Alternative Programming (change teacher/class) Parent Shadowing
28-3	Profanity (not directed toward anyone)	Level 1 (teacher led)	Private Conference with student Parent Contact Loss of privilege Consistent responses to problem behaviors
		Level 2 (Admin or Team led)	Detention Check-In Check-Out Conference with Parent/Student/School Staff
		Level 3	Removal of Privileges

32-3	Verbal Abuse (towards student or adult)	Level 1 (teacher led)	<ul style="list-style-type: none"> Re-Teach behavioral expectations Behavior contract with recognition system Student determined reparation of harm - Restorative Justice Reflection activity Private Conference with student(s) Parent Contact Loss of privilege Change in environment (special seating, removal of triggers, providing distractors, etc..) Check-In Check-Out In-class cool down space
		Level 2 (Admin or Team led)	<ul style="list-style-type: none"> Detention Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) ISS/Reflection/Recovery room Check-In Check-Out Identify a mentor and establish a schedule of activities related to school performance Group counseling/Behavior lessons Conference with Parent/Student/School Staff Restorative Circle Peer Mediation
		Level 3	<ul style="list-style-type: none"> Restorative Circle Removal of Privileges Alternative Programming (change teacher/class)

47-3	Leaving Classroom without permission	Level 1 (teacher led)	Providing Choice Behavior contract with recognition system Private conference with student Parent Contact Change in environment (special seating, removal of triggers, providing distractors, etc..) Provide short breaks out of seat Consistent responses to problem behaviors
		Level 2 (Admin or Team led)	Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Check-In Check-Out Conference with Parent/Student/School Staff Assess skill level
		Level 3	Detention Removal of Privileges Alternative Programming (change teacher/class)
26-3	Fighting - (horseplay, playfighting, posturing, threats)	Level 1 (teacher led)	Re-Teach behavioral expectations Reflection activity Private conference with student Parent Contact-Home Visit Change in environment (special seating, removal of triggers, providing distractors, etc..) Counseling on replacement behaviors In-class cool down space
		Level 2 (Admin or Team led)	Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) ISS/Reflection/Recovery room Group counseling/Behavior lessons Conference with Parent/Student/School Staff Restorative Circle Peer Mediation Individualized Student Safety Plan
		Level 3	Detention Restorative Circle Removal of Privileges Alternative Programming (change teacher/class)

44-3	Unauthorized use of a personal electronic device	Level 1 (teacher led)	Parent Contact Private Conference with student Loss of privilege Consistent (classroom) consequences for problem behaviors (Not to include confiscation) Lunch Detention
		Level 2 (Admin or Team led)	Detention Check-In Check-Out Conference with Parent/Student/School Staff
		Level 3	Removal of Privileges
29-3	Refusal to identify self	Level 1 (teacher led)	Private Conference with student Parent Contact Loss of privilege Lunch Detention
		Level 2 (Admin or Team led)	Detention
		Level 3	
UNIF	Habitual dress code violation	Level 1 (teacher led)	Behavior contract with recognition system Private Conference with student Parent Contact
		Level 2 (Admin or Team led)	Assess possible unmet needs Home Visit
		Level 3	Removal of Privileges

50-3	Public display of affection	Level 1 (teacher led)	Re-Teach behavioral expectations Reflection activity Private Conference with student Parent Contact Loss of privilege Change in environment (special seating, teacher proximity, extra supervision, etc..)
		Level 2 (Admin or Team led)	Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Check-In Check-Out Group counseling/Behavior lessons Conference with Parent/Student/School Staff
		Level 3	Removal of Privileges Alternative Programming (change teacher/class)
31-3	Tardiness (Chronic)	Level 1 (teacher led)	Behavior contract with recognition system Private Conference with student Parent Contact Loss of privilege Consistent responses to problem behaviors
		Level 2 (Admin or Team led)	Conference with Parent/Student/School Staff Assess possible unmet needs Home Visit
		Level 3	Removal of Privileges
33-3	Class Cutting/Truancy	Level 1 (teacher led)	Behavior contract with recognition system Private Conference with student Parent Contact Loss of privilege Consistent responses to problem behaviors
		Level 2 (Admin or Team led)	Conference with Parent/Student/School Staff Home Visit Detention
		Level 3	Removal of Privileges

25-3	Intentionally distracting or disrupting other students	Level 1 (teacher led)	<ul style="list-style-type: none"> Re-Teach behavioral expectations Behavior contract with recognition system Restitution-Community service task Student determined reparation of harm - Restorative Justice Reflection activity Private Conference with student(s) Parent Contact Restorative Circle Change in environment (special seating, removal of triggers, providing distractors, etc..) Consistent responses to problem behaviors In-class cool down space
		Level 2 (Admin or Team led)	<ul style="list-style-type: none"> Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) ISS/Reflection/Recovery room Check-In Check-Out Group counseling/Behavior lessons Conference with Parent/Student/School Staff Restorative Circle Assess possible unmet needs
		Level 3	<ul style="list-style-type: none"> Removal of Privileges Alternative Programming (change teacher/class)

35-3	OTHER - TYPE 3--any other infraction that the principal or designee deems similar in severity to other type 3 infractions	Level 1 (teacher led)	<ul style="list-style-type: none"> Re-Teach behavioral expectations Behavior contract with recognition system Restitution-Community service task Student determined reparation of harm - Restorative Justice Reflection activity Private Conference with student Parent Contact Loss of privilege Providing Choice Change in environment (special seating, removal of triggers, providing distractors, etc..) Provide short breaks out of seat Counseling on replacement behaviors Consistent responses to problem behaviors In-class time out Lunch Detention
		Level 2 (Admin or Team led)	<ul style="list-style-type: none"> Detention Behavior Improvement Plan (BIP) (referral to SST) ISS/Reflection/Recovery room Arrange linkage with counseling agency create a home-to-school school-to-home communication system Check-In Check-Out Identify a mentor and establish a schedule of activities related to school performance Functional Behavior Assessment Group counseling/Behavior lessons Conference with Parent/Student/School Staff Restorative Circle Assess skill level Assess possible unmet needs Peer Mediation Home Visit Individualized Student Safety Plan
		Level 3	<ul style="list-style-type: none"> Restorative Circle Removal of Privileges Alternative Programming (change teacher/class) Parent Shadowing

Type II Infractions

ALL TYPE 2 INFRACTIONS REQUIRE A REFERRAL TO ADMINISTRATOR OR STUDENT SUPPORT TEAM. A ** indicates a required action

Code	Behavior Concerns	Interventions	
15-2	Theft (taking something of value with the intent of keeping it)	Level 1	Restitution-Community service task Check-In Check-Out **Conference with Parent/Student/School Staff
		Level 2	Restorative Circle Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Home Visit **Conference with Parent/Student/School Staff Referral for District Discipline Conference
		Level 3	Removal of Privileges Referral for District Discipline Conference Suspension
53-2	Knowingly Making a False Charge or Claim Against Authority	Level 1	**Conference with Parent/Student/School Staff Restitution-Community service task Detention Reflection activity
		Level 2	Restorative Circle Check-In Check-Out **Conference with Parent/Student/School Staff Home Visit
		Level 3	Removal of Privileges Alternative Programming (change teacher/class) Suspension Referral for District Discipline Conference

20-2	Vandalism (cutting, damaging school property)	Level 1	Restitution-Community service task **Parent Contact
		Level 2	Detention Check-In Check-Out **Parent Contact
		Level 3	Conference with Parent/Student/School Staff Removal of Privileges Suspension
25-2	<p>Fighting - TYPE 2</p> <ul style="list-style-type: none"> •Physical assault without serious bodily injury •Instigating or participating in fights •Group fighting (3) or more students involved in a fight does not necessitate a Type 1 unless serious bodily injury occurs 	Level 1	**Parent Contact Restitution-Community service task Detention ISS/Reflection/Recovery room Check-In Check-Out Peer Mediation
		Level 2	Restorative Circle Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Arrange linkage with counseling agency Identify a mentor and establish a schedule of activities related to school performance Group counseling/Behavior lessons **Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 3	Suspension Referral for District Discipline Conference

52-2	Violation of District's Sexual Harassment/Gender Discrimination Policy	Level 1	Restitution-Community service task **Conference with Parent/Student/School Staff Peer Mediation Restorative Circle Arrange linkage with counseling agency
		Level 2	Restorative Circle Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Identify a mentor and establish a schedule of activities related to school performance Group counseling/Behavior lessons **Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 3	Removal of Privileges Alternative Programming (change teacher/class) Suspension Referral for District Discipline Conference
13-2	Sexual Misconduct	Level 1	Restitution-Community service task **Conference with Parent/Student/School Staff Peer Mediation Restorative Circle Arrange linkage with counseling agency
		Level 2	Restorative Circle Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Identify a mentor and establish a schedule of activities related to school performance Group counseling/Behavior lessons **Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 3	Removal of Privileges Alternative Programming (change teacher/class) Suspension Referral for District Discipline Conference

14-2	Indecent Exposure	Level 1	**Conference with Parent/Student/School Staff Arrange linkage with counseling agency Removal of Privileges Change in environment (teacher proximity, extra supervision, etc..)
		Level 2	Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Group counseling/Behavior lessons **Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 3	Suspension Referral for District Discipline Conference
18-2	Gambling (any game of chance for money or other stakes)	Level 1	Restitution-Community service task Detention **Parent Contact Removal of Privileges Change in environment (teacher proximity, extra supervision, etc..)
		Level 2	Assess possible unmet needs Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) **Conference with Parent/Student/School Staff
		Level 3	Suspension Referral for District Discipline Conference
19-2	Trespassing (suspended student or student from another school on grounds without permission)	Level 1	**Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 2	Removal of Privileges Suspension Referral for District Discipline Conference
		Level 3	Removal of Privileges Suspension Referral for District Discipline Conference

16-2	False Alarms	Level 1	Restitution-Community service task Detention **Parent Contact
		Level 2	Conference with Parent/Student/School Staff Removal of Privileges
		Level 3	Suspension
21-2	Bullying (includes Extortion and Coercion) See District's Bullying Policy	Level 1	ISS/Reflection/Recovery room Check-In Check-Out Peer Mediation **Parent Contact
		Level 2	Restorative Circle Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Create a home-to-school school-to-home communication system Group counseling/Behavior lessons Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 3	Removal of Privileges Suspension Referral for District Discipline Conference

23-2	Racial Harassment- (use of derogatory terms referring to one's race or nationality)	Level 1	ISS/Reflection/Recovery room Check-In Check-Out Peer Mediation **Parent Contact
		Level 2	Restorative Circle Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Create a home-to-school school-to-home communication system Group counseling/Behavior lessons **Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 3	Removal of Privileges Suspension Referral for District Discipline Conference
30-3	Smoking- using/possessing tobacco and/or lighter (including electronic cigarette)	Level 1	**Parent Contact Detention
		Level 2	Removal of Privileges **Conference with Parent/Student/School Staff
		Level 3	Removal of Privileges Conference with Parent/Student/School Staff Suspension
48-3	Leaving School Campus Without Permission	Level 1	**Conference with Parent/Student/School Staff Individualized Student Safety Plan
		Level 2	Removal of Privileges Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST)
		Level 3	Removal of Privileges Referral for District Discipline Conference

49-3	Failing to Attend ISS or Detention	Level 1	Restitution-Community service task **Conference with Parent/Student/School Staff
		Level 2	Removal of Privileges Create a home-to-school school-to-home communication system **Conference with Parent/Student/School Staff Home Visit
		Level 3	Removal of Privileges Suspension
22-2	Violation of the District Acceptable Use Policy (technology)	Level 1	**Parent Contact Re-Teach behavioral expectations Restitution-Community service task Detention Change in environment (special seating, additional supervision, etc..)
		Level 2	**Conference with Parent/Student/School Staff Removal of Privileges
		Level 3	Removal of Privileges Alternative Programming (change teacher/class) Suspension Referral for District Discipline Conference
03-1	Under the Influence of Drugs/Alcohol	Level 1	**Parent Contact Change in environment (removal from school population while impaired)
		Level 2	**Conference with Parent/Student/School Staff Removal of Privileges
		Level 3	Removal of Privileges Suspension Referral for District Discipline Conference

CAFE	Disorder in Cafeteria	Level 1	**Parent Contact Restitution-Community service task Lunch Detention Change in environment (special seating, additional supervision etc..)
		Level 2	**Conference with Parent/Student/School Staff Removal of Privileges
		Level 3	Removal of Privileges Suspension
26-2	OTHER - TYPE 2-any other infraction that the principal or designee deems similar in severity to other type 2 infractions	Level 1	**Parent Contact Restitution-Community service task Lunch Detention Detention ISS/Reflection/Recovery room Check-In Check-Out Peer Mediation
		Level 2	Restorative Circle Assess skill level Assess possible unmet needs Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Arrange linkage with counseling agency Create a home-to-school school-to-home communication system Identify a mentor and establish a schedule of activities related to school performance Group counseling/Behavior lessons **Conference with Parent/Student/School Staff Home Visit Individualized Student Safety Plan
		Level 3	Removal of Privileges Alternative Programming (change teacher/class) Parent Shadowing Suspension Referral for District Discipline Conference

Type I Infractions

TYPE 1 - SAFE SCHOOLS ACT VIOLATIONS

*SAFE SCHOOLS ACT VIOLATIONS ARE INDICATED BY A (SSA) NOTATION

IN ACCORDANCE WITH THE SAFE SCHOOLS ACT, SCHOOL ADMINISTRATORS SHALL REPORT, AS SOON AS REASONABLE TO THE APPROPRIATE LAW ENFORCEMENT AGENCY ANY OF THE INDICATED CRIMES, OR ANY ACT IF COMMITTED BY AN ADULT WOULD BE ONE OF THE INDICATED CRIMES, 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. This includes all violations listed under Missouri Statute 160.261 , 167.161, and 167.171

Code	Behavior Concerns	Interventions	
ALCH	Alcohol/Possession	Required	Parent Contact Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Referral to substance abuse treatment Placement in an Alternative Program Extended suspension Expulsion
04-1	Drugs/Possession	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Referral to substance abuse treatment Placement in an Alternative Program Extended suspension Expulsion
01-1	Weapons/Possession (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion

02-1	Weapons/Use (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion
05-1	Drugs/Sale (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion
06-1	Assault/Battery (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion
07-1	Rape/Sexual Acts (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion
08-1	Arson (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion

09-1	Bomb Threats (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion
12-1	Racial Harassment (SSA)	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion
GANG	Gang Related Activity	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion
11-1	Other Illegal Activity See Safe Schools Act	Required	Parent Contact Contact Law Enforcement Up to 10 day OSS with referral for District Discipline Conference
		Possible Outcomes	Placement in an Alternative Program Extended suspension Expulsion

Bus Transportation and Student Behavior

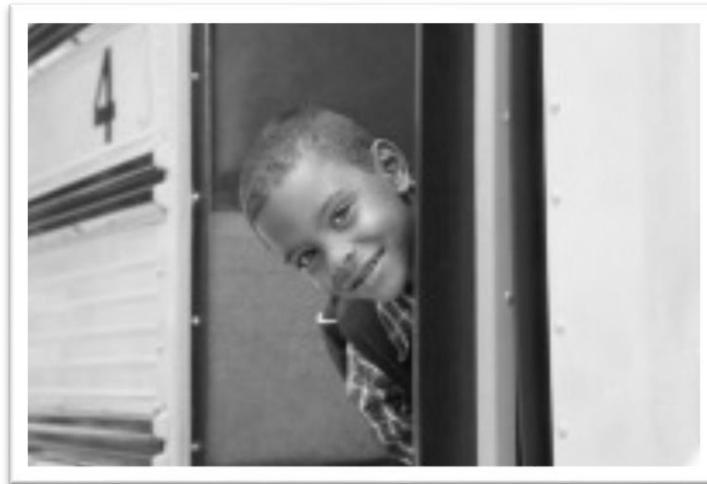
While at the bus stop parent(s)/guardian(s) shall be responsible for their child's behavior prior to the arrival of the bus and after the departure of the bus. The District is not liable for supervision at the bus stop, but SLPS may discipline students when their actions at the bus stop causes or are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

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

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

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

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



Type IV Infractions: Bus

TYPE 4 - Bus Violations

The entire Code of Conduct applies to students even while on the bus. The following behaviors are simply bus specific.

Code	Behavior Concerns	Interventions	
36-4	Throwing Objects Inside the Bus	Level 1	Re-Teach behavioral expectations Behavior contract with recognition system Student determined reparation of harm - Restorative Justice Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus
37-4	Throwing Objects Out of Window	Level 1	Re-Teach behavioral expectations Behavior contract with recognition system Student determined reparation of harm - Restorative Justice Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus
38-4	Tampering with Emergency Door	Level 1	Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus



39-4	Refusal to Stay Seated	Level 1	Re-Teach behavioral expectations Behavior contract with recognition system Student determined reparation of harm - Restorative Justice Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus
40-4	Pushing/Shoving while Boarding/Exiting	Level 1	Re-Teach behavioral expectations Student determined reparation of harm - Restorative Justice Private Conference with student Parent Contact
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus
41-4	Yelling Out the Window	Level 1	Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus

42-4	Putting Body Parts out of the Window	Level 1	Re-Teach behavioral expectations Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus
43-4	Eating or Drinking on Bus	Level 1	Re-Teach behavioral expectations Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus
46-4	OTHER- any other infraction that the principal or designee deems similar in severity to other type 4 infractions	Level 1	Re-Teach behavioral expectations Behavior contract with recognition system Student determined reparation of harm - Restorative Justice Private Conference with student Parent Contact Change in environment (special seating, removal of triggers etc..)
		Level 2	Parent Contact Bus Suspension
		Level 3	Parent Contact Removal from bus

Technology and Student Behavior

The Student Acceptable Use Policy and Regulations governs the use of all technology in the SLPS, including cyber bullying (Mo Rev Stat 160.775)). Violations may result in loss of user privileges, suspension, expulsion and civil or criminal penalties. Students shall not have an expectation of privacy in anything they create, send, receive, or store on District technology. 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. SLPS personnel are not responsible or will not be held liable for electronic devices brought to school. Nor will the district be liable for the devices brought in violation of district policy and confiscated in accordance with the same.

Students are prohibited from taking pictures video 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 cyber bully).

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

Suspension

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

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

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

Due Process Procedures for Suspension

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

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

Appeals Process for Suspension or Alternative Placement

Short Term Suspension Appeal:

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

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

Any suspension of more than ten days entitles the student or parent(s)/guardian(s) to appeal the decision of the Superintendent to the Special Administrative Board. The student or parent must notify the Office of 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 Special Administrative Board, the Superintendent shall promptly transmit a full report in writing of the facts relating to the suspension, the action taken by him/her, the reasons thereof and the Special Administrative Board upon request, shall grant a hearing to the appealing party to be conducted as provided in Section 167.161, RSMo.

Parent(s)/Legal guardian(s) may pursue an appeal of a suspension of more than ten (10) days by:

- Requesting 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.
- Including on the form or in the letter all information pertinent to the infraction.
- Returning 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.

Appeal Process for Alternative Placement:

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

- Requesting an appeal form from Office of Family and Community Engagement, 801 N. 11th St., St. Louis, MO 63101, or write a letter of appeal.
- Including on the form or in the letter all information pertinent to the infraction.
- Returning the form or letter to the Office of Family and Community Engagement within five (5) business days from the date of the alternative placement.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the alternative placement assignment. Notification of the status of the appeal will be sent to the guardian within ten (10) school days of receipt of the written appeal.
- The decision of the Office of Family and Community Engagement shall be final and not subject to appeal.

Expulsion

Expulsion is permanent denial of school attendance.

Expulsion from School:

A student who has completed his/her expulsion term at an Alternative Education Setting and transitions to a Traditional School Setting is not automatically on probation. Any expelled student attending an alternative education program and exhibiting disorderly conduct shall be dismissed from the alternative education program and shall not be permitted to return to the alternative education program until his/her period of expulsion has ended.

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

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

Expulsion from District:

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

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

Due Process Procedures for Expulsion

From School:

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

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

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

From District:

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

Readmission or Permission to Enroll

If a student is attempting to enroll in the SLPS during a suspension or expulsion or to avoid a suspension or expulsion from another in-state or out-of-state school district, including a private, charter or parochial school or school district, a conference with the Superintendent or the Superintendent's designee will be held to consider if the conduct of the student would have resulted in a suspension or expulsion in the SLPS District. Parents should contact Innovative Pathways 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 in SLPS, the District will make such suspension or expulsion effective in the SLPS District. In such cases when students enter SLPS from another district, charter or parochial school with past suspensions or frequent violations of the Student Code of Conduct, these students may be placed in an alternative school for a time determined by the Office of Innovative Pathways.

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

Felony Offenses

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:

1. (a) First degree murder under section 565.020;
2. (b) Second degree murder under section 565.021;
3. (c) First degree assault under section 565.050;
4. (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;
5. (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;
6. (f) Statutory rape under section 566.032;
7. (g) Statutory sodomy under section 566.062;
8. (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;
9. (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;
10. (j) Arson in the first degree under section 569.040;
11. (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 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 Individuals with Disabilities Education Act regarding students with disabilities takes precedence over the Safe Schools Act and the St. Louis Public School Code of Conduct. This limits the district's ability to exclude these students without following the change in placement procedures required by law.

It is the policy of the Board to provide a free, appropriate public education to students with disabilities. The District's programs and services available to meet the needs of these students will be in accordance with the Individuals with Disabilities Education Act (IDEA), 20 U.S. C. §1400 et seq., as amended, 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 birth to age twenty-one (21). This includes children residing in the District who are not attending school, students attending private schools, highly mobile children, such as migrant and homeless children and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. If you have a child with a disability or know of a child with a disability who is not attending a public school, please request the Census Reporting form. This notice will be provided in native languages as appropriate.

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

The St. Louis Public Schools 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 or related services before taking any action with respect to the initial placement of the person in a regular or special education program, and will consider the need for evaluation before any subsequent significant change in placement. Examples of disabilities under the IDEA include autism, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and a young child with a developmental delay. A student has a disability under Section 504 when the student has a mental or physical impairment that substantially limits a major life activity.

The St. 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.

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

The St. Louis Public Schools assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians and students 18 years of age or older (eligible students). Parents/guardians and eligible students may request an amendment to the educational record if the parent/guardian or eligible student believes the record is inaccurate, misleading, or violates the privacy or other rights of their child.

Parents have the right to file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605 or the Missouri Department of Elementary and Secondary Education Division of Special Education – Compliance, P.O. Box 480, Jefferson City, MO 65102 concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Discipline of Students with Disabilities under the IDEA:

Students with disabilities are expected to abide by the rules established in this handbook. However, in some circumstances, state and federal law requires that certain procedures be followed when students with disabilities are suspended. For the purposes of this section, a student with a disability is a student who is eligible to receive services pursuant to Part B of the IDEA. Although not prescribed by statute or regulation, it has been determined by the U.S. Office for Civil Rights and courts that Section 504 requires similar procedures as required by the IDEA.

Suspension for Ten or Fewer Days:

Students with disabilities who violate any provision of this handbook may be suspended or removed from his or her current placement for up to ten school days using only the due process procedures afforded other students, except as noted below when the total number of removals for the school year exceeds ten days.

Suspension for More than Ten Days:

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

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

Manifestation Determination:

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

- The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the LEA'S failure to implement the IEP.

If the IEP Team determines that the conduct was not a manifestation of the student's disability, the relevant disciplinary procedure applicable to students without disability may be applied in the same manner for the same duration, except the student will also receive educational services designed to enable the student to continue to participate in the general curriculum and to progress toward meeting their IEP goals-

Building administrators (principals, assistant principals, disciplinarians, etc.) are not to serve as a member of the Manifestation Determination Review Committee [don't know why this is here. The IDEA contains no such prohibition. I'm not aware of anything else that would prohibit their participation.] or participate in the decision; however, they may participate to provide information regarding the incident. Committee members should include at minimum: a person who is knowledgeable about the student, a person who is knowledgeable about the student's disability, and the parent(s)/legal guardian(s). The school social worker,

school nurse, school counselor, and any other person deemed appropriate may serve as committee members to provide pertinent student information that should be considered in the final decision.

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

Procedures applicable to suspensions or interim alternative placements of more than ten consecutive school days also apply to suspensions or alternative placements that exceed ten cumulative days in a school year, if the cumulative days constitute a pattern of suspension. The removals are a pattern if they are substantially similar to the child's behavior in previous incidents that resulted in the series of removals and because of factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

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.

Parent Appeal:

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

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

Missouri State High School Activities Association Eligibility

The high schools of the St. Louis Public School District are members of the Missouri State High School Activities Association (MSHSAA). MSHSAA's eligibility requirements have been voted on by the member schools and were adopted by SLPS schools when the district became a MSHSAA member. SLPS schools may also have additional local school requirements that must be complied with in order to be eligible. 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 an SLPS school, the student athlete must be a bona fide student and meet all eligibility requirements. The student athlete must be enrolled in and regularly attend classes at the member school he/she wishes to represent and he/she must meet the academic requirements in MSHSAA By-Law 2.3 and those of the SLPS District.
2. Citizenship – The student athlete must be a creditable citizen. Creditable citizens are those students whose conduct – both in school and out of school – will not reflect discredit upon themselves or their school. Conduct involving law enforcement must be reported to your principal or athletic director immediately as your conduct may affect eligibility or contest outcomes. For additional information, please contact the building principal or athletic director.

The District Athletic Administrator may be reached at (314) 345-4418. You may also visit the Missouri State High School Activities Association website 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 St. Louis Public Schools and shall not have been assigned to an alternative school during any portion of the current school year. Students in an alternative school are eligible to participate in a graduation organized and held through an alternative school. Students shall pay all assessed fees and shall not be under suspension. Students in a dropout recovery program are not eligible to participate in regular graduation but are eligible to participate in a graduation organized and held through an alternative school.

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

Students not permitted to participate in commencement exercises may still receive a diploma and any other honors that were otherwise earned by the student, if such student has successfully completed the minimum curriculum requirement of the Missouri Department of Education and the Special Administrative Board. An alternative school shall allow students to participate in a separate commencement ceremony. ***To qualify as Valedictorian or Salutatorian of the senior class, a student must complete at least six (6) consecutive semesters at the high school from which the student will graduate.***



GRADUATION REQUIREMENTS CLASS OF 2010 & BEYOND

Communication Arts	4.0	Grade Level Classification	
Electives	7.5	Freshman	0 to 6 credits
Fine Arts	1.0	Sophomore	7 or above
Health	0.5	Junior	13 or above
Mathematics	3.0	Senior	19 or above
Personal Finance	0.5*		
Physical Education	1.0		
Practical Arts	1.0		
Science	3.0		
<u>Social Studies</u>	<u>2.5</u>		
Total	24		

Note: Students must also pass the Missouri and U.S. Constitution tests. *Personal Finance is a Social Studies credit.

Parental and Eligible Student Rights under FERPA

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

Inspect and Review of Records:

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

Request and Amendment:

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

Consent to Disclosure:

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

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

A “legitimate educational interest” is whether the information in question is required or would be helpful to the official in the performance of his or her duties for, or related to, District business. Another exception to the prior consent requirement is when copies of official student records are to be transferred, on request, to officials of another school or school district in which a student enrolls or expects to enroll. Upon request, the parent or eligible student will be provided with a copy of the student records that were transferred and upon request will be given an opportunity for a hearing under Regulation R5125.5.

Directory Information:

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

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

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

Military Recruiters:

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

Complaints:

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

Copy of Policies:

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

SLPS Every Student Succeeds Act (ESSA) Complaint Procedures

The Federal Every Student Succeeds Act (ESSA) of 2016 requires that school districts have board-adopted written procedures to resolve allegations of violations of requirements under this law. The District must disseminate the complaint procedures to parents and appropriate officials or representatives. Copies of these procedures should also be available upon request to the Missouri Department of Elementary and Secondary Education (DESE) Director of Federal Grants Management Section. The following should serve as a guide for resolving complaints under Title IX Part C Section 9304(a) (3) (c) for programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title X (Part C).

What is a complaint for Purposes of this Policy?

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

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

Who May File a Complaint?

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

How are Complaints Filed?

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

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

Citizen's Complaint Procedures:

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

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

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

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

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

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

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

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

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

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

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

OR

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

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

OR

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

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

ESSA Citizen Complaint Appeal Form

Section 1: to be completed by person lodging the complaint

Name: _____

Date: _____

Address: _____

Zip Code: _____

Telephone (Home): _____ (Cell): _____

(Work): _____

Nature of Complaint:

Printed Name: _____

Signature: _____

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

Administrator Name: _____

Date: _____

Location: _____

Telephone: _____

Results of Formal Hearing:

I am forwarding this complaint to (Name): _____

Administrator's Signature: _____

Section 3a: to be completed by Associate Superintendent

This complaint should be resolved by:

____ Deputy Superintendent

REASON: _____

____ Superintendent

____ Board of Education Complaint Subcommittee

(Signature)

(Date)

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

Administrator Name: _____

Date: _____

Location: _____

Telephone: _____

Disposition of Complaint: _____

Signed: _____

Date: _____

The individuals were notified of decision on/by _____

(Signature)

(Date)

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

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

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

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

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

* The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.

** Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time.

Glossary of Terms

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

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

Alcohol – shall mean the use, possession, distribution and sale of alcohol is prohibited on school premises. In accordance with Board of Education policy, administrative procedures apply in dealing with pupils involved with alcoholic beverages or intoxicants of any 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) /legal guardian(s) which specifies: expected behaviors(s), positive and negative consequences, and time frame of the contract with review date.

Behavior Intervention Plan (BIP). Shall mean a plan that includes school staff responsibilities meant to develop 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 cyberthreats. Board Policy 5131.

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

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

Change of Placement – shall mean when either the school removes the student from his or her educational placement for more than ten (10) consecutive school days or the school removes the student from his or her educational placement on several occasions that constitute a pattern and add up to more than ten (10) school days.

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

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

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



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

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

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

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

Cyber bullying – shall mean is the sending, sharing or posting of harassing, harmful, threatening or cruel messages, texts or images using the Internet or other digital or electronic communication devices. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose and effect of unreasonably interfering with an individual’s work or a student’s school performance, or (3) interfere with school operations. Vandalism is any attempt to harm or destroy the operating system, application software, data, or any other purposeful action that adversely impacts the District’s computer resources. 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/ legal guardians implement to enhance student academic, social, moral, or mental improvement.

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

District – shall mean St. Louis Public School District.

District Discipline Conference – shall mean the due process proceeding for a Type 1 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 (including, but not limited to guns, knives, brass knuckles, razor blades, batons, mace, pepper spray, etc.).

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

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

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

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

Horseplay – shall mean rowdy, rough, or boisterous play.



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

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

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

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

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

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

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

IEP Team – shall mean a group of individuals who are responsible for developing, reviewing, and revising the IEP for a student with special needs. The IEP Team must review each student’s progress, as needed, to determine current progress and future

needs. The review should also consider whether annual goals for the student are being achieved, staff and parental concerns regarding the student’s progress, the results of any re-evaluation conducted, and any changes that need to be made. By law, the IEP Team must include the following individuals:

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

In-School Suspension (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 and at least two individuals, one who is familiar with the student’s behavioral patterns and one who is knowledgeable of the student’s exceptionality.

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

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

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

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

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

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.

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; Safe School Acts.

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)/legal guardian(s) responsible for the student’s attendance.

Probation Violation - shall mean the act of a student breaking or breaching the written contractual agreement among the student, parent(s)/legal guardian(s), and

school which was previously accepted by all parties upon conclusion of the student's District Discipline Conference.

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

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

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

Reflective Activity – shall mean an assignment designed to give the student an opportunity 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)/legal 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 an act of instance of illegally taking another's property by the use of intimidation or violence.

Saturday School – see listing for “Detention”

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

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

School Grounds/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 and/or voice messages, and emails that are sexual in nature using the internet, cell phones, or any other electronically-related device (includes Internet chat rooms and online messaging services).

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

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

Sexual Harassment – 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 forcibly, intentionally or consensually touch another person’s body and/or clothing in a way that constitutes or results in sexual contact. This includes indecent exposure, sexual gestures, possession and/or distribution of sexual paraphernalia and/or magazine.

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

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

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

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

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

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

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

Suspension – see listing for “In-School-Suspension” and “Out-of-School Suspension”

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

Trespassing – shall mean being in or around a school building or in a particular place on school grounds, or on a school bus without permission or refusing to comply with a request to leave school premises, or leave the bus. Students may not return to any school while assigned to an Alternative program, under expulsion or suspension, except with permission from the building principal and under escort by a parent(s)/guardian(s).

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

Vandalism – shall mean willful or malicious damage, destruction or defacement of District/school property or the property of another (i.e. damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.).

Weapon – shall mean a blackjack, a firearm (loaded or unloaded), an explosive weapon, a firearm silencer, a gas gun, a machine gun, a projectile weapon, a bullet(s), rifle, a short barrel, a shotgun, a spring gun, any type of fireworks (including smoke bombs or firecrackers), any type of explosive devises, or a switch-blade. SLPS policy on weapons includes all types of knives and is expanded to include a razor or razor blade, mace, club, chain, nail file (when used to inflict physical injury), and brass knuckles. The improper use of any object, instrument or device also falls within this provision. SAB Policy 5131.6.

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

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

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

The St. Louis City Public School District (District) does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, veteran or national guard status, or any other factor prohibited by law in admission or access to, or treatment or employment in its programs and/or activities. For more information, please contact the Title VI, Title VII, Title IX, Section 504/ADA Compliance Coordinator/Chief Human Resources Officer at 801 N. Eleventh Street, St. Louis, MO 63101 (314) 345-2650, HRCompliance@slps.org, 8:00 a.m. to 4:45 p.m.

Revised June 2016