



2026-2027

STUDENT CODE OF CONDUCT

Revised April 2026



July 1, 2026

Dear Saint Louis Public Schools Students, Families, and Caregivers:

Welcome to the 2026–2027 school year.

At Saint Louis Public Schools, every decision we make begins with students. Whether we are strengthening academic opportunities, improving school environments, supporting staff, or making difficult financial decisions, our focus remains clear: creating the conditions for every student to learn, grow, and thrive.

This Student Code of Conduct is an important part of that work.

The Code of Conduct reflects our shared commitment to safe, supportive, and academically focused learning environments across the district. It outlines the expectations, responsibilities, and supports that help ensure every school remains a place where students feel respected, valued, and prepared for success.

As we continue advancing the district's Core Four priorities, we remain committed to:

- Keeping students at the center of every decision
- Strengthening teaching and learning
- Building strong partnerships with families and the community
- Operating with accountability, consistency, and care

That commitment extends beyond academics. We want our students to graduate as critical thinkers, collaborators, communicators, and leaders who are prepared for college, careers, and life. Achieving that vision requires all of us, students, families, educators, staff, and community partners, working together with shared purpose and mutual respect.

This handbook is designed to help families and students clearly understand the expectations that support positive school culture and student success. We encourage you to review it carefully together and refer to it throughout the school year. It contains important information regarding student rights, responsibilities, behavioral expectations, school safety, and available supports and interventions.

Saint Louis Public Schools remains committed to creating environments where students are challenged academically, supported emotionally, and empowered to reach their full potential. We know strong schools are built through strong relationships, consistent expectations, and a collective commitment to doing what is best for children.

Thank you for choosing Saint Louis Public Schools and for partnering with us in this important work. Together, we will continue building schools and opportunities worthy of our students' future.

Let's make it a successful school year for every student.



Dr. Myra M. Berry, Superintendent



Dr. Karen Collins-Adams, President, Board of Education



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

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

The Saint Louis Public School District is committed to providing a safe school environment. Please review the Student Code of Conduct with your student(s) so that you can help us achieve this goal. After you have reviewed the book with your student, please provide your electronic signature in the FOCUS portal. There will only be an electronic version. This document acknowledges your receipt of this information for which every Saint Louis Public School student is responsible. Thank you for your cooperation in helping to make our schools safe places for learning.

Purpose of the Student Code of Conduct

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

Student Pledge

In St. Louis Public Schools We THRIVE:

T – Take responsibility for our learning

H – Have positive attitudes and mindsets

R – Read every day to grow our knowledge

I – Invest in our learning as engaged students

V – Value people and property

E – Emerge as thoughtful, future-ready citizens

Parent/Guardian Pledge

- I pledge my student will be in attendance and on time for class every day.
- I plan to get my student to school on time, every day.
- I pledge to encourage my student(s) to be non-violent and to use their words to express their feelings.
- I pledge to teach my student(s) to be safe, responsible, respectful, and prepared.
- I pledge to be a responsible advocate for my student(s).
- I pledge to be engaged in my student's learning (by monitoring my student's grades and high-school credits).
- I pledge to support my student(s) in following the Student Code of Conduct.
- By signing this pledge, I understand and accept the responsibility of the Student Code of Conduct, for as long as I am a parent in the Saint Louis Public School District.

Student Print/Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Table of Contents

Saint Louis Public School District Vision Statement.....	1
Saint Louis Public School District Mission Statement.....	1
Saint Louis Public School District Portrait of a Graduate.....	1
Saint Louis Public School District Strategic Values.....	1

FAMILY INFORMATION GUIDE

Important Phone Numbers.....	2
Enrollment Process.....	3
District Communications.....	4
Distribution of External Communications	4
Office of Family and Community Engagement	4
Student and Parent/Guardian Concerns	5
Parent Action Council	6
Uniform and Dress Code Expectations.....	6
Procedures for Correcting Inappropriate Attire.....	6
Attendance Expectations	7
Make-Up Work.....	8
Notification of Absence or Tardy.....	8
School Breakfast Program/ National Lunch Program	9
Early Childhood Education	10
Health Services	14
Safety and Security.....	18
Transportation	19
Visitors to Campus	20
Anti-Bullying Policy	21
Sexual Harassment/Gender Discrimination	24

STUDENT CODE OF CONDUCT

Purpose of the Student Code of Conduct28

Behavioral Expectations and Responsibilities 28

Scope of the Student Code of Conduct..... 30

Missouri Safe Schools Act 31

School Violence and Restrictive Behavioral Interventions 32

Classifying Infractions 33

Type I Infractions: Infractions/Consequences 34

Type II Infractions: Infractions/Consequences 39

Type III Infractions: Infractions/Consequences 44

Type IV Infractions: Infractions/Consequences..... 47

Technology and Student Behavior 48

Discipline 49

Guidelines for AI Use 49

Suspension in St. Louis Public Schools 50

Due Process Procedures for Suspension..... 50

Review Process for Suspension or Alternative Placement 51

Expulsion..... 52

Due Process Procedures for Expulsion 53

Re-admission or Permission to Enroll 53

Individuals with Disabilities Education Act (IDEA) Compliance and Section 504..... 54

Missouri State High School Activities Association Eligibility 57

Policy on Participation in Graduation Exercises 58

NOTICES

Parents’ “Right to Know” 60

MoDESE Every Scholar Succeeds Act Complaint Procedures..... 61

Parental and Eligible Scholar Rights under FERPA 64

St. Louis Public Schools Citizen Complaint Procedures..... 66

Standard Complaint Resolution Process as it Applies to Disputes:

 Regarding the Education of Homeless Students and Youth 68

 Regarding the Determinations for a Student or Youth in Foster Care..... 70

Glossary of Terms 71

Saint Louis Public School District Vision Statement

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

Saint Louis Public School District Mission Statement

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

Saint Louis Public School District Portrait of a Graduate

Change Agent
Collaborator
College and Career Ready
Communicator
Competent
Critical Thinker
Culturally Aware

Saint Louis Public School District Strategic Values

SLPS Strategic Values



Highly Effective
Educators and
Leaders



Authentic Family
and Community
Partnership



Equitable and
Multiple Sources
of Data



Joyful and
Engaged
Students



Personalized
Supports and
Innovative Pathways



College and
Career Ready
Critical Thinkers

Values Across Our Student Goals



Important Telephone Numbers

Saint Louis Public Schools • 801 N. 11th Street • St. Louis, MO 63101 • (314) 231-3720
Other pertinent phone numbers and email addresses can be found on the district's website
www.slps.org

Athletic Administrator: (314) 345-4418

Career & Technical Education: (314) 345-4531

Student and Parent Concerns: (314) 345-2480

Early Childhood: (314) 331-6150

Enrollment Information: (314) 633-5200

ESOL Bilingual Migrant Program: (314) 664-1066

Family and Community Engagement: (314) 345-4433

Food Services: (314) 345-4519

Gifted & Talented: (314) 345-4548

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

Human Resources: (314) 345-2379

Hearing Office: (314) 345-4575

Magnet Schools: (314) 633-5200

School Safety & Security: (314) 865-2020

St. Louis Public Schools Hotline for School and Community Safety:

Local: (314) 241-SLPS(7577) **Toll free:** 1-866-610-SLPS(7557)

Special Education: (314) 633-5344

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

Student/Transcripts Office: (314) 645-2648

Transportation: (314) 633-5107 for bus concerns or bus issues

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

Whistleblower Line: (314) 561-0006

Enrollment Process

The Offices of Student Recruitment, Student Placement, and Early Childhood Education look forward to assisting families interested in attending a St. Louis Magnet or Neighborhood school. For more information regarding the enrollment process, please call (314) 633-5200. Also, see these links:

SLPS Focus Parent Portal

<https://slps.focusschoolsoftware.com/focus/Modules.php?modname=misc%2FPortal.php>

Magnet Schools Main page

<https://www.slps.org/families1/magnet>

Magnet Schools Application Procedures and

Policies <https://www.slps.org/families1/magnet/slps-magnet-schools-application-procedures-and-policies>

St. Louis Public Schools Gifted
Offices

<https://www.slps.org/departments/academics/gifted-education>

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

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

To enroll your student in a Neighborhood School for grades K-12, all parents will need to have an account in Focus and add their children. Please login to, or set up your parent account in Focus at this link

<https://slps.focusschoolsoftware.com/focus/Modules.php?modname=misc%2FPortal.php>

Call (314) 633-5200 for assistance if needed.

To enroll your student in our Early Childhood Program, your child will also need a file added to your account in Focus. Please login to, or set up your parent account in Focus at this link

<https://slps.focusschoolsoftware.com/focus/Modules.php?modname=misc%2FPortal.php>

Please call (314) 331-6150 for assistance with Preschool enrollment into SLPS Neighborhood Schools.

For Magnet School Information, please visit <https://www.slps.org/families1/magnet> for information about how to apply for the 2026-2027 school year. Parents will need to set up a

Focus account and add their children to apply for a Magnet School, even if the children are not attending school in the SLPS. Please login to, or set up your parent account in Focus at this link <https://slps.focusschoolsoftware.com/focus/Modules.php?modname=misc%2FPortal.php> Call (314) 633-5200 for assistance if needed.

For more information or to schedule your students' gifted testing, please call the Office of Gifted & Talented at (314) 345-4548 or by visiting <https://www.slps.org/departments/academics/gifted-education>

St. Louis Public Schools Communications

District Communication

The Saint Louis Public School District (or the "District") is committed to keeping parents and guardians informed about activities and events that take place during the school year. Communicating consistently is essential to ensure that timely and appropriate information is accessible for everyone. St. Louis Public Schools utilizes a variety of communication platforms -- including Focus, Parent Square, text messages, emails, website postings, social media messaging, robocalls, and broadcast media outlets to share information.

School closure information due to inclement weather also will be posted on the homepage of the district website as soon as practicable. It will also be shared on all District social media channels.

Families are encouraged to ensure their student's school has the most current contact information to ensure they receive all important messages in a timely manner. Important parental contact information includes home and mobile phone numbers, emergency phone contact information, and email addresses. Please contact your student's school to update any changes to your contact information.

Distribution of External Communications

Requests for distribution of materials and/or information should be addressed at the school level. If the administrator or principal would prefer to obtain counsel regarding such matters, contact the District's Communications Department.

Electronic Communication Dissemination

The District will have discretion for disseminating information electronically. The Communications Department will determine how the information is disseminated using existing platforms.

Office of Family and Community Engagement

The Office of Family and Community Engagement

(FACE) coordinates valuable efforts with families and students at Saint Louis Public Schools.

Family Support Specialists facilitate family engagement, which is linked to learning and designed to strengthen school programs, family practices, and student achievement.

Family Support Specialists assist families by:

- Supporting a home environment that supports student learning
- Promoting effective communication between home and school
- Recruiting and organizing family engagement events, activities, and support
- Providing information and ideas to enhance learning at home
- Engaging parents and guardians as leaders and representatives in the school's decision-making process
- Identifying and integrating community resources to strengthen school programs, family practices, and student development
- Engaging Families through activities such as National Parent Engagement Day, Parent University, and Volunteer and Mentor opportunities

Student and Parent/Guardian Concerns

The District wishes to keep an open line of communication with families and takes the concerns of students and their parents/guardians seriously. Please take the following steps to ensure your concern is addressed at the appropriate level:

1. First, contact the school-based staff member with whom there is a concern to discuss and attempt to resolve that concern. (Depending on the concern, this step may begin with the school administrator).
2. If the concern remains unresolved, then contact your student's school principal or assistant principal to discuss the concern. The school administration may elect to schedule a school-based meeting with relevant staff in an effort to address the concern.
3. If further support is needed, the Network Superintendent for the respective school should be contacted.
4. If after addressing the issue with the school's staff then principal or assistant principal, followed by the Network Superintendent, and the concern is not resolved, then parents/guardians may formally appeal to the District Office by contacting The Office of Student and Parent Concerns at (314) 345-2480.

Note: The procedures outlined here are not to be used for resolving concerns that are specifically governed by other existing federal, state or local regulations, including but not limited to student suspensions and expulsions, employee grievances, special education appeals, Family Educational Rights and Privacy Act (FERPA), Americans with Disabilities Act (ADA). These regulations and areas are discussed in more detail later in this Handbook. Additionally, you may view a copy of relevant policies addressing these regulations by clicking [here](#).

Whistleblower Reporting

The Special Administrative Board has approved a revised whistleblower policy to encourage all members of the SLPS staff and other interested persons to report possible fraudulent or dishonest use or misuse of SLPS resources. You may view a copy of the policy by clicking [here](#).

You may submit information to the Compliance Reporting Administrator in confidence via phone or email. To leave a confidential voice message, please call (314) 561-0006. You can also report a violation by sending an email to whistleblower@slps.org.

Parent Action Council (PAC) District–Wide Parent Organization

The Parent Action Council (PAC) will serve as a district parental engagement organization, in partnership with the Office of Family and Community Engagement, the St. Louis Public Schools Parent and Student Concerns, and individual Parent Teacher Organizations. The Parent Action Council consists of representatives from every Saint Louis Public School and meets once a month. PAC is open to all parents, guardians, and caregivers of Saint Louis Public School students. PAC Meeting schedule can be found by visiting the Parent Action Council page on the District's website.

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

To reach the Parent Action Council, email parentactioncouncil@gmail.com or visit the Parent Action Council page on the District's website. Interested parents/guardians can also contact their school's Family Support Specialist or their school's PTO for more information.

Uniform/Dress Code Expectations

Individual school sites maintain the autonomy to develop a Uniform/Dress Code in partnership with students, parents/guardians, and school personnel. The Dress Code will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal or designee shall inform students, parents/guardians, and the school community of the school Uniform/Dress Code. All students and parents/guardians are expected to adhere to the school's established Uniform/Dress Code. If your student requires a medical or religious accommodation regarding school uniforms, you can make an accommodation request.

Procedures for Correcting Inappropriate Attire

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. School staff must not remove the student from the instructional process or school environment. Staff will direct students to correct inappropriate attire or provide something for the students to wear. If the inappropriate attire cannot be corrected immediately, staff may take the following steps:

- Contact the student's parent/guardian or Parent contact
- Refer the student to the counselor or social worker.

Attendance Expectation

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

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

The only exceptions to the attendance regulation shall be the following 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, Student’s Division Family Support Meeting, Immigration Related Appointment)

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

The only other exception to the attendance regulations shall be other absences that are verified by the Principal, or his/her designee as stated below:

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

Students shall not be excused from school to work any job unless it is part of an approved instructional program. The days absent for elementary and secondary school students shall include temporary absences, unexcused absences, and suspensions.

Make-Up Work

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

Notification of Absence or Tardy

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

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

- 6-9 absences = second parent/guardian letter

The social worker shall contact the parents of absent students when 3-5 absences have been reached. The school social worker shall enlist the cooperation of the parent(s)/ guardian(s) and make every reasonable effort to help the student improve attendance and/or punctuality. Excessive absenteeism and tardiness may be a sufficient reason for disciplinary action, including exclusion from participation in extracurricular activities (such as field day, prom, senior luncheon, and graduation), 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 Student's Services.

- 15+ absences = District reports to MO Children's Division

SLPS complies with [Missouri Revisor of Statutes - Revised Statutes of Missouri, RSMo Section 167.034](#) which directs that when a student accumulates fifteen or more absences during any one school year, the child's school district shall report such absences to the children's division within ten business days of the fifteenth day of absence.

School Breakfast Program/National Lunch Program

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

The District has implemented three (3) alternative breakfast models: Breakfast After the Bell, Grab 'n' Go Carts and the Second Chance Programs, to support all student starting their day with a healthy and wholesome meal. These programs provide student more opportunities to access free meals during the day. The Second Chance Program offers late students a "second chance" to eat breakfast after first period, rather than only early in the morning before the school day begins. This quick and convenient access gives students the chance to start their day even when running a bit behind on time. The Breakfast After the Bell, the Grab 'n' Go Carts, and the Second Chance Program have been added to all elementary, middle and high schools. The breakfast in the classroom model is offered to Preschool students.

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

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

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

Early Childhood Education

Mission: The Saint Louis Public Schools Early Childhood Department engages young students through intentional, culturally responsive, play-based experiences that ignite their curiosity, foster problem-solving, and inspire a life-long love of learning.

Goals:

- Promote students' social-emotional, physical, cognitive, and language development from birth to kindergarten entry.
- Involve parents, students, staff, and community partners in planning experiences that strengthen connections between home and school.
- Provide access to high-quality learning experiences for all young students residing in Saint Louis City.

Parents as Teachers

Parents as Teachers (PAT) is a free home-visiting program available to all Saint Louis City residents with children from the prenatal stage through age five. Certified parent educators work with families to promote optimal early development, learning, and health by supporting parents and caregivers in their role as primary educators.

The Saint Louis Public Schools PAT program consists of four core components:

- Personal visits: Individualized sessions with a certified parent educator are offered through age five.
- Developmental screenings: Annual screenings are conducted from six months of age through kindergarten entry to evaluate development across key domains, including language, motor skills, cognition, behavior, and emotional well-being. Screenings facilitate early identification of potential concerns, enabling timely support and intervention to promote healthy development.
- Group connections: Families have opportunities to engage with peers, child development specialists, and community resources throughout the program year.
- Resource network: Referrals are provided to community agencies and support services tailored to the specific needs of each family as needed.

For information on scheduling a developmental screening or enrolling in the program, contact (314) 331-6152 or (314) 320-6732.

Pre-K Enrollment

Families must submit ALL the following documents to complete the registration process. Enrollment will not be complete, and seats will not be held for families without all the documents required.

- Proof of your student's age (original birth certificate or passport),
- Your student's up-to-date immunization records,
- Your student's latest yearly physical with numerical lead test results,
- Your valid driver's license or passport, and
- One (1) of the following documents verifying proof of St. Louis City residency:
 - A residential utility bill (gas, electric, or water) in the resident's name, issued by a utility company and dated within the last 60 days
 - A lease agreement in the resident's name, indicating utilities are included
 - Documentation or letter on letterhead from a federal, state, or local government agency, including the IRS, City Housing Authority, or the federal Office of Refugee Resettlement, indicating the residents' name and address within the last 60 days
 - Voter registration documents, which include the name of the parent and the address of residence

Registration for the St. Louis Public Schools Pre-K program begins in early Spring for the following school year. For more information, call (314) 331-6150 or refer to <https://www.slps.org/departments/academics/early-childhood>.

Independence in Toileting

General education Pre-K students setting are expected to:

- Communicate the need to use the restroom before an accident occurs
- Independently pull down and pull up their own pants and underwear
- Stand or seat themselves on the toilet without assistance
- Wipe themselves after using the toilet, with increasing effectiveness
- Wash their own hands after toileting
- Briefly postpone restroom use if waiting for another student or when transitioning from outdoor to indoor settings.
- Wear underwear, not pull-ups or diapers, to school

When accidents occur, staff will assist students as needed to ensure proper hygiene and maintain sanitary restroom and classroom environments. Saint Louis Public Schools is committed to appropriate supervision during care routines. While we strive to avoid having staff alone with a student during clothing changes, staffing ratios, resource availability, privacy needs, and situational factors may require one staff member to assist. In all cases, student safety, dignity, and privacy are prioritized. Following a four-week grace period after enrollment, students who experience two (2) or more toileting accidents per week for two (2) consecutive weeks may be considered for withdrawal from the Pre-K program. Teachers are required to document all incidents in the district's designated reporting system, and this documentation will be reviewed before any decision is made.

The Director of Early Childhood or designee will make the final determination regarding continued enrollment. Students requiring medical accommodations may be eligible for support through the Section 504 process, in accordance with district policy. For more information, please see the section addressing "Individuals with Disabilities Education Act (IDEA) Compliance and Section 504" later in the Handbook.

Pre-K Curriculum

The Saint Louis Public Schools Pre-Kindergarten Program Follows the Missouri Early Learning Standards (MELS) and the state-approved Project Construct Curriculum.

Project Construct is a constructivist model that supports children in building knowledge through exploration, inquiry, and meaningful engagement with their environment and peers. This approach places the child at the center of learning, with teachers using each student's interests, strengths, and experiences to guide instruction. Project Construct provides authentic experiences that foster collaboration, long-term retention, and a thorough understanding of skills and concepts. Thus, while aligned to state standards, learning experiences may vary to reflect the unique curiosity, interests, and needs of the children in each classroom.

The MELS are a framework of expectations for what student can do from infancy through kindergarten entry. Using the MELS clarifies early learning and development, sets comprehensive educational goals, and guides curriculum, assessment and instructional practices for our young learners.

Student learning is assessed quarterly and shared with parents via the district's standards-based report card. This report card helps families track their child's progress toward end-of-year benchmarks. A score of 3 out of 4 indicates mastery in both the P3 and P4 years, with distinct scoring rubrics for each grade level to reflect developmentally appropriate expectations.

Attendance

The Early Childhood Education Department strongly believes that regular attendance is essential for a student's academic and social-emotional growth. While the occasional absence can be anticipated, the heart of our program lies in the daily interactions between teachers and students, the learning that happens among peers, and the safety and security that are inherently tied to routine and predictability.

The Early Childhood Department prioritizes enrollment and placement for families who comply with district policies and demonstrate full engagement in the program. Per Board Policies P5110 and R5113.2, students are expected to attend school on time every day. Parents and guardians must communicate with school staff when their student is absent, arrives late, or leaves early. When a student is absent for extended periods or has frequent absences or tardies, the school shall enlist the cooperation of the parents 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 an intervention action, including, but not limited to reassignment to a school closer to the student's home address or exclusion from participation in the Pre-K program.

Student Conduct and Discipline

The Pre-Kindergarten Program provides a safe, nurturing, and enriching learning environment that supports social-emotional growth, builds a strong academic foundation, and encourages a lifelong love of learning.

The Pre-Kindergarten Program strives to ensure that all young learners are safe, supported, and empowered to reach their full potential.

When discipline issues occur, teachers and staff use developmentally appropriate strategies that respect student dignity. These include redirecting behavior, teaching conflict resolution, offering choices, setting limits, applying logical consequences, and working closely with families to address underlying needs. The goal is to help young students learn from mistakes, develop self-regulation, and achieve social and academic growth, rather than be punitive, or have deterrent focus.

As young learners adjust to the structure and routines of the Pre-K classroom, certain behaviors characteristic of 3- and 4-year-olds, such as difficulty sharing, impulsivity, and separation anxiety are expected. If these behaviors persist, parents will be informed, and the teacher and principal will schedule a meeting with the parent or guardian to discuss the concerns and collaboratively formulate an action plan. Depending on the student's needs, the plan may include, but is not limited to the following interventions:

- Referrals to appropriate support services or agencies
- Modifications to the student's schedule or learning environment
- Implementation of a behavior intervention plan
- Development of a 504 plan
- Increased individualized instruction or small group instruction

If, after implementing a support plan, a student continues to display behaviors that significantly compromise their own or others' safety, withdrawal from the Pre-Kindergarten Program may be necessary. This step is taken only after all reasonable efforts to support the student have been exhausted.

Visitors and Building Access

Families are integral to supporting student learning. Parents and guardians are encouraged to visit their children's school and actively participate in their education. All visitors are required to adhere to building procedures and demonstrate respect toward students, staff, and other families.

Saint Louis Public Schools is committed to maintaining a safe, orderly, and welcoming environment for all students, staff, and families. In accordance with RSMo § 171.011 and Board Policy P1250, the district may restrict or revoke building access for individuals whose behavior is disruptive, threatening, or disrespectful toward school personnel.

Additional Resources

For more information about Early Childhood site locations, Early Childhood Special Education, Students in Transition, Family Engagement, and English Language Supports, please visit the St. Louis Public Schools Early Childhood website at www.slps.org/prek or call (314) 331-6150.

Health Services

Our goal in the Health Services Department is committed to every student having access to the resources and support needed to remain safe and healthy while at school. Through the collaboration among nursing staff, school personnel, and families, we work together to promote a safe learning environment for all students. The information below provides important guidelines to help families support their Child's health and safety at school. Medical forms may be accessed on the district's Student Health website.

Physical Examinations

Physical examinations are required for every student every other year. However, if your student plays sports, spirit band, or marching band, physicians for students make the determination of students being medically eligible – either annually or every two years. Member schools voted to renew every two years if the student's doctor feels it is in the best interest of the student medically. The athletic physical form is available through the school nurse, coach or district website.

Immunizations

Immunization compliance is mandated by state law for every school aged student. State Law Section 167.181RSMo states that each student should have certain immunizations, given by age each year. Compliance with immunizations helps to promote the safety of all our students.

Per MO Law [RSMo § 167.181](#) Immunizations are expected to be up to date when the student enrolls in school. Exceptions to this will be if your student has a medical or religious exemption, and the [proper documentation](#) will be expected at time of enrollment. Without proper documentation your student is at risk of being excluded from school. SLPS will have immunization clinics set up throughout the school year that your student may attend. The school nurse will give more information about clinics which are usually set to begin in August with the start of the school year (summer clinics are set during summer learning). Please look for any information about clinics that will come home with your student.

Medications

A student that needs to take medication at school is expected to have the proper documentation from a medical provider. The documentation should state the reason for the medication, the dose, the route of the medication and how often the medication should be taken. [OHS-14 Authorization for Administration of Medication.docx](#) **(Authorization for Administering Medication to Student) must be completed by a medical professional before the medication is administered at school.**

Medication should be transported to the school by a parent or guardian and handed to the school nurse or other school official. The student should not transport medication to school. If the student wants to carry their own medication while at school, form [OHS-15 Permission for Self-Administration of Medication.docx](#) (Permission to Carry and Self Administer Medication) must be completed and on file before the student can do so. Any medication found on a student without this form will be confiscated and released only to the appropriate parent or guardian.

Please refer to [Policy P5141.5](#) for the District's complete policy regarding medication at school. The school nurse will have a locked container to hold all medications. Only appropriate personnel will have access to the container, only for the purpose of giving the student their medication. If

medication is to be used between school and home, please ensure that the medication for school is in a secure bottle with a clear label that has the student's name, DOB, and name of medication written clearly on the label. Any medication brought to school without a label will be confiscated. Students are not permitted to bring, carry or administer any medications to themselves or their peers during school hours or any after-school activities (sports, cheerleading, off-site games, after-school programming, etc.).

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

The nurses will have medications that have been approved by our Director of Nursing that they can administer to students at school. Each school year the parents/guardians will be asked to sign a consent allowing the nurses to give students over the counter medications on this approved list. Please read over this list in its entirety and sign off. If we can treat the problem at school, we will. For a copy of this form please see your student's school nurse or refer to St. Louis Public Schools website for a complete list.

Sick Student

When a student becomes ill during school, the nurse will act according to the following guidelines:

- Fever: if a student has an oral temperature of 100 degrees or higher, ear/forehead temperature of 100.4 or higher, under arm temperature of 99.0 degrees or higher, the student will be sent home. If the student has an elevated temperature at home, please refrain from sending them to school. Also, if the student is taking medication for a fever, they must be off medication before returning to school. The student must be fever-free for 24 hours without the use of medication before returning to school.
- Vomiting/diarrhea: the student will be sent home and must stay home until symptoms subside. Students should be eating/drinking without difficulty before returning to school. If there is vomiting, the student must be free from vomiting for 24 hours, and for diarrhea students must be free from diarrhea for 12 hours.
- Eye drainage/pinkeye: if there is any abnormal discharge from eyes, the student will be sent home. If the student has been diagnosed with conjunctivitis (aka pinkeye), the student will need a doctor's statement to return to school and may return to school after 24 hours of antibiotic use.
- Rash (unexplained): The student should seek medical attention and return to school with doctor's statement.
- Head lice: The student will be sent home and may return to school after the first lice treatment has been administered.
- Strep throat: the student may return to school once they are fever free without medication and have been on antibiotics for 24 hours
- Bed bugs: please check all belongings for bugs. If bites are found, please refrain from scratching the area. Notify proper authorities so that your home may be exterminated. Wash clothing in hot water.
- Cold/Flu/Covid: student should remain at home until asymptomatic without the use of medication.

There are other ailments not on this list, but listed are some of the more common issues seen.

The nurse will use their best assessment to determine if a student should be sent home or if it can be managed at school. Our goal is to keep the students in the classroom, but we want to ensure the health and safety of all students.

Special Dietary Needs

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

Life Threatening Food Allergies

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

Contact the School Nurse if further help is needed.

Chronic Illnesses

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

- Diabetes
- Asthma
- Life Threatening Allergies
- Seizure Disorder
- Complex medical condition (cancer, dialysis, etc.)

Please note that it is the parent/guardian responsibility to provide medications and supplies for students with chronic illnesses. This helps the nurse maintain support for the students at school. Insulin, glucometers, inhalers, epi pens, etc. should be provided by the parent/guardian.

Parents may retrieve medical forms by visiting the district's website. Contact the Director of Nursing at 314-345-4401 or your school nurse for more information.

Clinics

Each year the school nurse coordinates on site clinics with approved healthcare providers to offer services at your child's school. Services may include physical examinations, immunizations, dental screenings, vision screenings, and hearing screenings. Please watch for communication from the school and/or school nurse regarding dates, consent forms and eligibility requirements. Participation in these clinics helps support the overall health and wellness of our students.

Emergencies

In the event of a medical emergency at school, the nurse will assess the situation and provide care based on professional nursing judgement and established district protocols. Emergency medical services (EMS) will be contacted when deemed necessary. Every effort will be made to notify parents/guardians as quickly as possible. In all emergency situations, decisions will be made in the best interest of the students' health and safety. Nurses also have access to emergency medications such as Narcan, Epi-pens and AEDs to assist in case of an emergency event.

Safety and Security

The Saint Louis Public School Safety and Security Department utilizes 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 people with fairness, dignity and respect.

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

The Security Department also works with the school administrators, the District's 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, and as the law allows with regard to enforcement activities.

Safety and Security personnel are responsible for patrolling the inner and outer perimeter of the St. Louis Public Schools property and responding to incidents that may take place therein. At middle and high school locations, upon entering the building, each person will be screened by a stationary metal detector and/or a hand wand and their whereabouts must be accounted for at all times. Employees are required to produce a visible company identification card upon request for inspection.

Additional Provisions for Student Safety

All tenets in the Code of Conduct are designed to promote student safety and mitigate opportunities that can threaten school security and climate. As such, it is necessary to clarify additional provisions that will help the district decrease the potential of unsafe objects and/or situations and create the conditions that allow clarity around acceptable objects that are allowable on school premises. To address additional items not addressed in the other components of the Code of Conduct, this section is included to expressly communicate the following objects are prohibited by students in schools and on St. Louis Public Schools property:

- a) Glass objects or containers (including but not limited to glass bottles, food [and otherwise] containers, cologne/perfume bottles, etc.)
- b) Hair picks or grooming accessories that have metal spikes
- c) Hair combs and brushes that have pointed ends

School staff and safety personnel reserve the right to confiscate any objects that are perceived to have a potential impact on the overall safety of the physical and academic learning environment, in conformity with law, Policy, and other directives.

Transportation

Riding transportation provided by the district is a **privilege – not a right**. Improper behavior may result in a student being removed from riding transportation provided by the district, either temporarily or permanently. Students must comply with lawful directives and expectations established by the school and enforced by the driver, or other authorized adults. Any alleged violation of this Code of Conduct, law, or other Policy by student on district-owned or contracted transportation shall receive a consequence in the same manner as if the offense had been committed at the student's assigned school. Transportation provided by the district is an extension of the classroom, and misbehavior will not be tolerated. Students are to ride their assigned buses. Digital cameras are on every bus to record the activity throughout the bus and at the bus door.

STUDENT RESPONSIBILITIES WHEN WAITING TO BOARD THE BUS

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

STUDENT RESPONSIBILITIES WHEN RIDING THE BUS

On St. Louis Public Schools Buses, We **EXPECT** Success:

EXperts in Safe Bus Behavior (Zero Issues)

Polite to Fellow Students and Staff

Eager to Arrive and Learn Daily

Calm in Conversations and Actions (Hands and Feet in Seats)

Timely Entry and Exit of All Buses

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

6. Tampering with or damaging bus equipment is prohibited. Students and or parents/guardians will be held liable.
7. Fighting, pushing, shoving, or creating loud disturbances is prohibited.
8. Smoking, eating, and drinking are not permitted.
9. Place trash in the receptacle provided near the front of the bus.
10. Use of profanity or obscene gestures is prohibited.
11. Bringing weapons or dangerous instruments of any kind is prohibited.
12. 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.
13. Observe all expectations of conduct governing student behavior.

RESPONSIBILITIES OF PARENTS

1. Read, discuss, and review this section and the Transportation section on Type IV Infractions (see “Classifying Infractions” section)
2. Encourage your student(s) to observe all established guidelines.
3. Get to know your bus driver.
4. Report any related traffic hazards or abuses of any school bus observed operating carelessly to (314)-633- 5107.
5. Report all observed misconduct on school buses and at school bus stops to the principal.
6. Place the Zum badge and any other identification of your student where the bus driver can retrieve it, if necessary.
7. Report to the police any strangers observed at or near bus pick up/drop off stops.
8. Refer to the Zum app for the scheduled and estimated arrival time and see that your student(s) are at the bus stop five (5) minutes before the bus is scheduled to arrive as the bus must leave at the designated time. The Zum app will advise you if the bus is running late. Contact transportation for assistance or status updates.
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(s).

Visitors to Campus

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

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

Anti-Bullying Policy

The Saint Louis Public School District is dedicated to creating a Sense of Belonging within a PBIS (Positive Behaviors, Interventions, and Supports) Framework using character education, Multi-Tiered Systems of Support (MTSS), and Restorative Practices to ensure that our students are well and that our schools are well-resourced. School discipline policies describe and emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently.

I. Purpose

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

II. Definitions

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

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

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

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

III. Policy Standards

Prohibitions

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

Consequences of Bullying

- Consequences and remedial actions shall be imposed upon persons who violate this policy by engaging in bullying, harassment, or intimidation; who have engaged in reprisal

or retaliation; or who have been found to have made false allegations that this policy has been violated.

- The consequences and remedial actions, developed by the Superintendent, shall be consistently and fairly applied after an appropriate investigation has revealed that a violation of this policy has occurred.
- Saint Louis Public Schools employees who report acts of bullying, harassment, or intimidation in good faith under this policy are not civilly liable for any act or omission in reporting or failing to report an act of bullying, harassment, or intimidation.

IV. Implementation Strategies

Reporting

The district maintains established procedures for reporting acts of bullying, harassment, or intimidation (see Focus Resource – Bullying and Harassment Incident Reporting Instructions).

- The district shall designate an individual at each school within the district to receive reports of incidents of bullying. Such individual shall be the Principal or his/her designated individual at each school (teacher level or higher) and will receive reports of incidents of bullying. To report an instance of bullying, the Principal or his/her designee are required to submit a Discipline Incident Form within Focus. This is a copy of physical form: [SLPS Bullying and Harassment Investigation Form](#) but all forms must be completed electronically by completing a Discipline Incident with Focus).
- All district employees are required to report any instance of bullying of which the employee has firsthand knowledge, to the designated individual at the school to receive reports of incidents of bullying, within 2 days of witnessing the incident.

Investigation

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

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

- (a) All school staff members must report any instance bullying to school administration within two school days;
- (b) Within two school days of a report of an incident of bullying being received, the school principal, or his or her designee shall initiate an investigation of the incident;
- (c) The school principal may appoint other school staff to assist with the investigation; and
- (d) The investigation shall be completed within ten school days from the date of the written report unless good cause exists to extend the investigation.

Publication of Policy

- (a) The policy is available on the district's website, in staff handbooks, and in the Student Code of Conduct. Distribution of the policy to all teachers and staff will occur during annual teacher and staff training.
- (b) The district shall provide notice of the policy and procedures detailed herein to all school employees and volunteers who have significant contact with students.

- (c) Annual notice of its anti-bullying policy to students, parents/guardians, and staff are provided through dissemination of the Student Code of Conduct SLPS has given.

Student Discussion, Employee Training and School “Anti-bullying” Presentations

- a) The district will provide information regarding bullying and appropriate training to all staff and volunteers who have significant contact with students at the annual teacher and staff in-service.
- b) The administration of the district shall instruct its school counselors, social workers, mental health professionals and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying’s negative effects.
- c) The administration of the district shall implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim and makes resources or referrals available to victims of bullying.
- d) The district shall provide education, school-based presentations, and information to students regarding bullying, including information regarding the school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying.

V. Other

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

Sexual Harassment/Gender Discrimination

All forms of sex-based discrimination as defined by law are prohibited in this District. Under Title IX, the definition of sexual harassment includes conduct on the basis of sex within the scope of the District's education programs or activities that meets one or more of the following:

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

Sexual harassment of students by school employees is prohibited regardless of whether the employee's conduct is "welcome" or otherwise invited. The prohibition includes all full-time, part-time, substitute, 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 proposition intended to result in sexual liaison, regardless of how subtle the invitation; or
- Invitations to social non-school related activities, if refusal to participate results in the loss of education opportunities or subject to adverse actions.

Verbal Conduct of a Sexual Nature

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

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

Physical Conduct of a Sexual Nature

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

- Unwarranted or unwelcome touching, kissing, etc.; or
- Sexually offensive pranks; or
- Sexually explicit cartoons, graffiti, or other sexual depictions; or
- Sexually suggestive gestures.

Sexual Harassment of Students

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

Conduct Towards Students of a Sexual Nature

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

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

SCOPE OF SEXUAL HARASSMENT

Sexual harassment can occur between any of the following:

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

INVESTIGATION OF SEXUAL HARASSMENT COMPLAINTS

Student Complaints

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

Name: Dr. LaTisha Smith (Staff and Student Complaints)

Title: Chief, Student Support Services

Address: 801 N. 11th Street,
St. Louis, MO 63101

Phone: 314.532.5475

Email: latisha.smith@SLPS.org

ENFORCEMENT OF SEXUAL HARASSMENT POLICY

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

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.

1. Removal of all vulgar or sexually offensive graffiti from the building.
2. 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.
3. 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.
4. The building level administrator shall notify the District's Title IX Coordinator (Smith) of complaints of sexual harassment so that the District can take prompt action.
5. In consultation with the District's Title IX Coordinator (Smith), the building level administrator shall take appropriate disciplinary action, to remedy and prevent future occurrences.
6. Any failure to implement these responsibilities appropriately and satisfactorily shall be cause for disciplinary action up to and including termination of employment.

DISCIPLINE/CONSEQUENCES

Students Complaints of Sexual Harassment

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

Behavioral Expectations and Responsibilities

Responsibilities of the School Community:

In St. Louis Public Schools, We **EXPECT** Success:

EXceptional Attitudes

Positive Mindsets

Engaged Learners (Portrait of a

Graduate) **C**onsideration of People and

Property **T**houghtful, Future-Ready

Citizens

On St. Louis Public Schools Buses, We **EXPECT** Success:

EXperts in Safe Bus Behavior (Zero Issues)

Polite to Fellow Students and Staff

Eager to Arrive and Learn Daily

Calm in Conversations and Actions (Hands and Feet in Seats)

Timely Entry and Exit of All Buses

Responsibilities of District Administrators:

- Assist parents/guardians who are unable to resolve issues at the school-level
- Review attendance and discipline data to determine district-level decisions
- Conduct District Discipline Conferences, including expulsion conferences
- Review suspension/expulsion appeals

Responsibilities of School Administrators:

- Distribute the Student Code of Conduct to students, parents/guardians, and all school personnel
- Provide appropriate training for school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Identify appropriate training and resources as needed to implement PBIS based on school data
- Use research-based practices to prevent minor incidents from becoming major challenges
- Ensure accurate and timely entry of discipline referrals into the FOCUS and maintain compliance (i.e., students with disabilities, qualified 504 students, ten (10) day removal rule)

- Review discipline referrals and determine appropriate intervention(s) or consequence(s)
- Enforce corrective strategies that are grade level and age appropriate
- Create a safe, positive and supportive environment

Responsibilities of Students:

- Attend School
- Follow the Student Code of Conduct
- Follow the school's expectations and rules
- Follow the school's dress code
- Respect school property and the property of others
- Work hard and do your best
- Ask teachers, school social workers, professional school counselors, parents/guardians, school administrators, and other adults for help to solve problems
- Report bullying and cyber bullying
- Model the positive character traits for others

Responsibilities of Parents/Guardians:

- Read the Student Code of Conduct and review it with your student
- Support your student in following the Student Code of Conduct
- Understand your student's rights and responsibilities
- Teach your student to respect the rights of others
- Ensure your student comes to school every day on time and ready to learn
- Teach your student to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to assist and support your student within the school and the community

Responsibilities of Teachers:

- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct
- Address infractions through a variety of interventions (such as PBIS), including alternatives to suspension and expulsion
- Provide instruction to students to support their ability to meet expectations
- Create a safe and positive joyful and engaged community environment and teach students to maintain it
- Use professional judgment to prevent escalation
- Request additional professional staff development and/or training as needed

Responsibilities of the District's School Security Staff Officers:

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

Scope of the Code of Conduct

The Saint Louis Public School District Student Code of Conduct, herein referred to as the Code of Conduct, is dedicated to making sure all students are in school and engaged in learning. The Saint Louis Public School District implements the Code of Conduct in order to create positive learning environments that will prepare self-disciplined, responsible citizens. The Code of Conduct stresses the importance of positive and appropriate student behavior.

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

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 behavior has been repeated, progressive discipline may be imposed. 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.

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

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

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- Parent(s)/guardian(s) who inappropriately support their student's education cannot be considered misconduct on the part of the student, but such misconduct on the part of the parent(s)/guardian(s) may result in the district placing reasonable restriction to the parent(s)/guardian(s) access to the school building.
- The Student Code of Conduct applies to all students. Discipline for students with disabilities shall be administered in accordance with federal and state law.
- The Student Code of Conduct applies to actions of students during school, on the way to and from school, while on school property, while traveling in vehicles sponsored by

the school district and during all school- sponsored events. It also includes any time that students are off school grounds at School-sponsored activities or are going to or from such an activity. Off campus acts of misconduct that disrupt the school day are also subject to discipline.

- The Student Code of Conduct applies as long as you are an enrolled student, no matter what school or program you attend.

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

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

Missouri Safe Schools Act

Student conduct and discipline issues, including reporting requirements, will be handled in a manner consistent with the Safe Schools Act (SSA), including but not limited to Sections 160.261, 167.161 and 167.171 of the Missouri Revised Statutes. School administrators are required to report, as soon as reasonably practical, to the appropriate law enforcement agency and the Superintendent 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:

- a) First degree murder under section 565.020;
- b) Second degree murder under section 565.021;
- c) Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110;
- d) First degree assault under section 565.050;
- e) Rape in the first degree under section 566.030;
- f) Sodomy in the first degree under section 566.060;
- g) Burglary in the first degree under section 569.160;
- h) Burglary in the second degree under section 569.170;
- i) 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; 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;
- j) 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;
- k) Arson in the first degree under section 569.040;
- l) Voluntary manslaughter under section 565.023;
- m) 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;
- n) Second degree assault under section 565.060 as it existed prior to January 1, 2017, or

second-degree assault under section 565.052; Rape in the second degree under section 566.031;

- o) Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120;
- p) Property damage in the first degree under section 569.100;
- q) The possession of a weapon under chapter 571;
- r) Student molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or student molestation in the first, second, or third degree pursuant to section 566.067, 566.068, or 566.069;
- s) Sodomy in the second degree pursuant to section 566.061;
- t) Sexual misconduct involving a student pursuant to section 566.083;
- u) Sexual abuse in the first degree pursuant to section 566.100;
- v) Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090; or
- w) Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225.

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

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

School Violence and Restrictive Behavioral Intervention

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

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

Physical restraint by trained staff shall not be considered Corporal Punishment. Physical restraint will be used only when other means of preventing or stopping a breach of discipline have proved ineffective. Trained staff may use justifiable physical restraint on a student only when it is deemed reasonably necessary to:

1. Prevent the imminent physical danger of a student hurting himself/herself.
2. To prevent or stop imminent physical danger to other students.
3. To prevent or stop imminent physical danger to staff.

Classifying Infractions

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

Type I Infractions – Disciplinary incidents that severely interfere with anyone’s safety and/or learning, are of a serious threatening or harmful nature, and/or Safe Schools violations are Type I Infractions. Anyone found to have engaged in a Type I Infraction shall be subject to suspension and/or expulsion from school in the manner provided by board policy and regulation and any other applicable provisions of the law.

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

Type III Infractions – Disciplinary incidents that can be handled by the teacher and do not warrant a Disciplinary referral to the principal or designee; any behavior that is of low-level intensity, passive in nature and/or of a non-threatening manner is a Type III Infraction. Depending on the frequency of the Infraction and/or if there is a history of failed interventions, a referral to an administrator as a Type II or Type I infraction may be warranted.

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

Type I Infractions and Consequences

Type I Infractions – Disciplinary incidents that severely interfere with anyone’s safety and learning, are of a serious threatening or harmful nature, and/or are Safe Schools violations are Type I Infractions. Anyone found to have engaged in a Type I Infraction shall be subject to suspension and/or expulsion from school in the manner provided by board policy and regulation and any other applicable provisions of the law.

Type I Restorative Practices Listed in alphabetical order. They are not necessarily intended to be progressive.		
KG-1	2-5	6-12
<ul style="list-style-type: none"> -Alternative Placement¹ within school (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Behavior progress chart -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In Check-Out -Class Mating -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -Mandatory parent conference upon return to school -Mentor -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Restorative Circle -Restorative re-entry meeting upon return to school -Re-Teach behavioral expectations -Written reflection or letter of apology 	<ul style="list-style-type: none"> -Alternative Placement within school (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In Check-Out -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -Mandatory parent conference upon return to school -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Restorative Circle -Restorative re-entry meeting upon return to school -Re-Teach behavioral expectations -Schedule change <p><i>*Note: all restorative practices listed under KG-1 are also available for grades 2-5.</i></p>	<ul style="list-style-type: none"> -Alternative Placement within school (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In Check-Out -Confiscation -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -Mandatory parent conference upon return to school -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Restorative Circle -Restorative re-entry meeting upon return to school -Re-Teach behavioral expectations <p><i>*Note: all restorative practices listed under KG-1 and 2-5 are also available for grades 6-12.</i></p>

Type I Disciplinary Options Listed in alphabetical order. They are not necessarily intended to be progressive.		
KG-2	3-5	6-12
<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency in conference with Admin -Conference with Parent/Student/School Staff to create safety plan -Detention -Individualized Student Safety Plan -ISS/Reflection Space/Recovery Room -Parent/Guardian Contact -Removal of Privileges -Restitution-Community service task -Restitution-Community service task -Re-Teach behavioral expectations- -Up to 10 day Out of School Suspension as well as a referral for a District Behavior Conference (Safe Schools Act Violation) <p><i>*Note: Pursuant to RSMo. 160.261, Safe Schools Act violations may require a call to the police and a long-term suspension, subject to waiver at the Superintendent's Discretion</i></p>	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Contact Law Enforcement (If required by the Missouri Safe Schools Act or otherwise necessary for the immediate safety of others) -Extended suspension -Parent/Guardian Contact -Placement in an Alternative Program -Referral to substance abuse treatment -Up to 10 day Out of School Suspension as well as a referral for a District Behavior Conference (Safe Schools Act Violation) <p><i>*Note: Pursuant to RSMo. 160.261, Safe Schools Act violations may require a call to the police and a long-term suspension, subject to waiver at the Superintendent's Discretion</i></p> <p><i>*Note: All disciplinary options listed under KG-2 are also available for grades 3-5.</i></p>	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Contact Law Enforcement (If required by the Missouri Safe Schools Act or otherwise necessary for the immediate safety of others) -Extended ISS with safety planning Extended suspension or expulsion per state law -Mandatory parent conference before return to school -Parent/Guardian Contact -Placement in Alternative Program -Referral to substance abuse treatment -Up to 10 day Out of School Suspension as well as a referral for a District Behavior Conference (Safe Schools Act Violation) <p><i>*Note: Pursuant to RSMo. 160.261, Safe Schools Act violations may require a call to the police and a long-term suspension, subject to waiver at the Superintendent's Discretion</i></p> <p><i>*Note: All disciplinary options listed under KG-2 and 3-5 are also available for grades 6-12.</i></p>

Definitions:**ALCOHOL/POSSESSION**

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

DRUG/POSSESSION

The illegal possession, use, distribution and sale of drugs, including unauthorized prescription drugs, inhalants, intoxicants of any kind (whether or not the primary intended purpose of the intoxicant is intoxication), marijuana, controlled substances or imitations of any of these on school premises is not permitted. The possession, use, distribution and sale of drug-related paraphernalia are also prohibited. School Board R5131.6.1.

WEAPON/POSSESSION-SSA

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

INSTRUMENT TO CAUSE HARM/USE

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

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

DRUGS/ SALE DISTRIBUTION-SSA

The possession of a controlled substance by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

ASSAULT/BATTERY- SSA

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

RAPE/SEXUAL ASSAULT SSA

Conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force that induces fear, shame, or mental suffering.

ARSON- SSA

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

BOMB THREATS/OTHER THREATS TO SCHOOL SAFETY AND SECURITY

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

SEVERE DISCRIMINATORY CONDUCT

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

GANG RELATED ACTIVITY

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; or
- Recruiting students for gangs.

GROUP FIGHT

A severe attack of two or more students engaging in the use of physical force or the unlawful beating of others with the intent to harm or cause injury with or without the use of weapons or other objects used as instruments to cause harm.

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

HARASSMENT, BULLYING, VIOLENCE, SEXUAL OR OTHER SERIOUS MISCONDUCT

- Repeated or flagrant serious acts of harassment against another person. Serious harassment includes but is not limited to sexual, verbal, physical, emotional or electronic

intimidation;

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

REPEAT INFRACTIONS

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

Type II Infractions and Consequences

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

Type II Restorative Practices Listed in alphabetical order. They are not necessarily intended to be progressive.		
KG-1	2-5	6-12
<ul style="list-style-type: none"> -Alternative Placement within school(change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior ----- -Behavior Improvement Plan (BIP) (referral to SST) -Behavior progress chart -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In Check-Out -Class Meeting -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -Mentor -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Restorative Circle -Re-Teach behavioral expectations -Written reflection or letter of apology 	<ul style="list-style-type: none"> -Alternative Placement within school(change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Change in environment (special seating, additional supervision, etc.) -Check-In/ Check-Out -Conference with Parent/Student/School Staff -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Re-Teach behavioral expectations -Schedule change <p><i>*Note: All restorative practices listed for KG-1 are also available for grades 2-5.</i></p>	<ul style="list-style-type: none"> -Alternative Placement within school (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Change in environment (special seating, additional supervision , etc.) -Check-In Check-Out -Conference with Parent/Student/School Staff -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit - Individualized Student Safety Plan -Parent/Guardian Contact -Peer Mediation - Referral to a counseling agency -Reflection activity -Restorative Circle -Re-Teach behavioral expectations -Smoking cessation information and/or resources of activities related to school performance <p><i>*Note: All restorative practices listed under KG-1 and 2-5 are also available for grades 6-12.</i></p>

Type II Disciplinary Options Listed in alphabetical order. They are not necessarily intended to be progressive.		
KG-1	2-5	6-12
<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency in conference with Admin -Conference with Parent/Student/School Staff to create safety plan -Detention -Individualized Student Safety Plan - ISS/Reflection Space/Recovery Room -Mandatory Parent Meeting upon return to school -Parent/Guardian Contact -Removal of Privileges -Restitution-Community service task 	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency in conference with Admin -Conference with Parent/Student/School Staff to create safety plan -Detention - Individualized Student Safety Plan -ISS/Reflection Space/Recovery Room -Out of school suspension -Referral for District Disciplinary Conference -Referral to substance abuse treatment -Removal of Privileges -Restitution-Community service task <p><i>*Note: All disciplinary options listed under KG-1 are also available for grades 2-5.</i></p>	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency in conference with Admin -Conference with Parent/Student/School Staff to create safety plan -Detention -In School Suspension -Out of School Suspension -Referral for District Disciplinary Conference -Referral to substance abuse treatment <p><i>*Note: All disciplinary options listed under KG-1 and 2-5 are also available for grades 6-12.</i></p>

Definitions:

THEFT

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

KNOWINGLY MAKING AN INACCURATE STATEMENT AGAINST AUTHORITY

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

VANDALISM

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

FIGHTING

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

GROUP FIGHT

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

VIOLATION OF DISTRICT'S SEXUAL HARASSMENT/GENDER DISCRIMINATION POLICY

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

SEXUAL MISCONDUCT

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

INDECENT EXPOSURE

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

GAMBLING

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

TRESPASSING

Being in or around a school building or in a particular place on school grounds, or on a school bus without permission or refusing to comply with a request to leave school premises or leave the bus. Students may not return to any school while assigned to an Alternative program, under

expulsion or suspension, except with permission from the building principal and under escort by a parent(s)/guardian(s).

FALSE ALARM

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

BULLYING

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

DISCRIMINATORY CONDUCT

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

SMOKING

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

UNDER THE INFLUENCE OF DRUGS/ALCOHOL

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

LEAVING SCHOOL WITHOUT PERMISSION

Student exiting the school campus without authorized or written permission.

FAILING TO ATTEND ISS OR DETENTION

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

VIOLATION OF THE DISTRICT ACCEPTABLE USE POLICY- TECHNOLOGY

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

DISORDERLY CONDUCT

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

REPEAT INFRACTIONS

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

Type III Infractions and Consequences

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

Type III Restorative Practices Listed in alphabetical order. They are not necessarily intended to be progressive.		
KG- 1	2-5	6-12
<ul style="list-style-type: none"> -Alternative Placement within school (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Behavior progress chart -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In/ Check-Out -Class Meeting -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -Mentor -Parent/Guardian Contact -Peer Mediation -Reflection activity -Restorative Circle -Re-Teach behavioral expectations -Written reflection or letter of apology 	<ul style="list-style-type: none"> -Alternative Placement within school (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Change in environment (special seating, additional supervision, etc.) -Check-In/Check-Out -Conference with Parent, Student, and/or School Staff -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Restorative Circle -Re-Teach behavioral expectations <p><i>*Note: All restorative practices listed for KG-1 are also available for grades 2-5.</i></p>	<ul style="list-style-type: none"> -Alternative Placement within school (change teacher/class) -Arrange meeting with counseling agency -Assess the root cause of the behavior -Behavior Improvement Plan (BIP) (referral to SST) -Change in environment (special seating, additional supervision, etc.) -Check-In Check-Out -Conference with Parent, Student/ School Staff -Functional Behavior Assessment -Group counseling/Behavior lessons -Individualized Student Safety Plan -Parent/Guardian Contact -Peer Mediation -Referral to a counseling agency -Reflection activity -Restorative Circle -Re-Teach behavioral expectations <p><i>*Note: All restorative and listed under KG-1 and 2-5 are also available for grades 6-12</i></p>

Type III Disciplinary Options They are not necessarily intended to be progressive.		
KG- 2	3-5	6-12
<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Arrange meeting with counseling agency -Assess possible unmet needs Behavior Improvement Plan (BIP) (referral to SST) -Conference with Parent/Student/School Staff -Change in environment (special seating, additional supervision, etc.) -Check-In/ Check-Out Process -Counselor/Social Worker referral -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Individualized Student Safety Plan -ISS/Reflection/Recovery room -Parent/Guardian Contact -Peer Mediation -Reflection activity -Removal of Privileges -Restitution-Community service task -Restorative Circle -Re-Teach behavioral expectations -Safety Plan 	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Assess skill level -Assess possible unmet needs -Behavior Improvement Plan -Check-In/Check-Out Process -Conference with Parent, Student, and/or School Staff -Counselor/Social Worker referral -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Home Visit -Social Work referral -Identify a mentor and establish a schedule of activities related to school performance -Individualized Student Safety Plan -ISS/Reflection/Recovery room -OSS Out of School Suspension (When chronic) -Peer Mediation -Restorative Circle -Re-Teach behavioral Expectations -Safety Plan <p><i>*Note: All disciplinary options listed under KG-1 are also available for grades 2-5.</i></p>	<ul style="list-style-type: none"> -Alternative Placement (change teacher/class) -Behavior Improvement Plan -Conference with Parent, Student, and/or School Staff -Counselor/Social Worker referral -Detention -Functional Behavior Assessment -Group counseling/Behavior lessons -Individualized Student Safety Plan -ISS/Reflection/Recovery room -OSS Out of School Suspension (When chronic) -Parent Contact -Parent meeting -Peer Mediation -Removal of Privileges -Restorative Circle -Re-Teach behavioral expectations -Safety Plan <p><i>*Note: All disciplinary options listed under KG-1 and 2-5 are also available for grades 6-12.</i></p>

Definitions:

NOT PARTICIPATING IN CLASS

Student refuses to participate in class activities.

PROFANITY

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

VERBAL ABUSE

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any

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

LEAVING CLASSROOM WITHOUT PERMISSION

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

HORSEPLAY, PLAY-FIGHTING, POSTURING THREATS

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

UNAUTHORIZED USE OF A PERSONAL ELECTRONIC DEVICE

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

REFUSAL TO IDENTIFY SELF

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

HABITUAL DRESS CODE VIOLATION

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

PUBLIC DISPLAY OF AFFECTION

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

CHRONIC TARDINESS

The act of being repetitively late.

CUTTING CLASS/ TRUANCY

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

INTENTIONALLY DISTRACTING OR DISRUPTING OTHER STUDENTS

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

REPEAT INFRACTIONS

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

Type IV Infractions and Consequences

While waiting at the bus stop for district provided transportation, parent(s)/guardian(s) shall be responsible for their student's behavior prior to the arrival and after the departure of all modes of transportation provided by the district. The District is not liable for supervision at the bus stop. St. Louis Public Schools may Discipline students when their actions at the bus stop cause or are likely to cause a material and substantial disruption to the operations of the school. Supervision of St. Louis Public Schools students begins when students get on transportation provided by the district. It is important for students to stand off the roadway while awaiting transportation provided by the district. Improper behavior may result in a student being removed from riding all modes of transportation provided by the district, either on a temporary or permanent basis. Any offense committed by a student on district-owned or contracted transportation shall be addressed in accordance with this Student Code of Conduct. Transportation is an extension of the classroom and misbehavior will not be tolerated.

Two (2) digital cameras are on every bus to record the activity that occurs throughout the bus and at the bus door.

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

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

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

Infractions

- Eating or Drinking on Bus
- Pushing/Shoving while Boarding/Exiting
- Fighting (Note: FOCUS is updated)
- Other Bus Infractions (Detailed specifically that cause harm or reflect unsafe behavior)
- Putting Body Parts out of the Window
- Refusal to Stay Seated
- Tampering with Emergency Door
- Throwing Objects Inside the Bus
- Throwing Objects Out of Window
- Yelling Out the Window

Restorative Practice Options	Disciplinary Options
<p align="center">They are not necessarily intended to be progressive.</p> <p align="center">K-12</p>	
<ul style="list-style-type: none"> • Behavior contract with recognition system • Parent Contact • Private Conference with Student • ReTeach behavioral expectations • Restorative Justice 	<ul style="list-style-type: none"> • Bus Suspension • Bus Expulsion • Change in environment (special seating, removal of triggers etc.) • Parent Contact • Removal from bus • Student determined reparation of harm

Technology and Student Behavior

The Student Acceptable Use Policy and Regulations governs the use of all technology in St. Louis Public Schools, including cyberbullying (Mo Rev Stat 160.775). Violations may result in loss of user privileges, suspension, expulsion and civil or criminal penalties. Students shall not have an expectation of privacy in anything they create, send, receive, or store on District technology. St. Louis Public Schools will comply with Missouri Revised Statute 162.207 that states that electronic personal communication devices are prohibited in schools with limited exceptions. Students found in violation will be subject to school discipline. School staff must authorize use of cell phones, electronic cameras and electronic communication devices. 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. **The District is not liable for devices brought in violation of district policy and confiscated in accordance with the same.** ([SLPS Policy P5131.10](#))

Students are prohibited from taking pictures or videos of other Students and staff. Doing so violates the privacy rights of other Students and staff and is subject to discipline pursuant to district policies including but not limited to acceptable use, harassment and bullying. The District monitors electronic communications and information stored on District technology in the regular course of business to protect Student users and District equipment. Under certain circumstances Students' off-campus use of technology that disrupts the operation of the school is also subject to discipline (i.e., use of Facebook and other media sources to harass or cyberbully).

The Board reserves the right to limit Internet access to times when resources and supervision are available. The Board network is considered to be a closed forum to the extent allowed by law. Student users shall agree not to meet with persons they have met online (internet or intranet) unless done with the knowledge and encouragement of a district 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.

Guidelines for Artificial Intelligence (AI) Use

St. Louis Public Schools supports the responsible use of Artificial Intelligence (AI) tools to enhance learning, provided students comply with district expectations regarding academic integrity, privacy, and appropriate use. AI can enhance Student learning experiences and support the achievement of learning objectives. Student use of AI tools will have a focus on using them to take ownership of their learning and development. We value student agency in St. Louis Public Schools and seek to foster a collaborative learning environment with the use of technology and technology tools and applications.

AI tools will only complement, not replace, human instruction and support. As such, the use of generative AI tools (e.g., ChatGPT, Dall-e, Magic School AI, Co-Pilot etc.) is permitted in St. Louis Public Schools. When permitted by the instructor, students may use AI tools for the following educational purposes:

- Brainstorming and refining ideas;
- Fine tuning research questions;
- Finding information on a topic;
- Drafting an outline to organize thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted for the following activities:

- Submitting AI-generated content as original student work without permission.
- Using AI to complete individual or group-assigned work unless clearly authorized.
- Composing entire or partial drafts of writing assignments using AI.

Students are responsible for the information submitted based on an AI query. Student use of AI tools must be properly documented and cited. Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to disciplinary actions, including but not limited to assignment resubmission, assignment failure, or course failure. If in doubt about permitted usage, please ask for instructor clarification.

Teachers play a critical role in facilitating meaningful interactions and providing individualized support to students using AI tools and must adhere to all district policies and regulations regarding the collection, storage, and use of student data when using AI tools. Protecting student privacy is paramount in use of technology.

Source: Adapted from Center for the Advancement of Teaching;
<https://teaching.temple.edu/sites/teaching/files/resource/pdf/Chat-GPT%20syllabus%20statement%20guidance.pdf>

DISCIPLINE

The above-described regulation is applicable to all users of District computer resources and refers to all computer/information resources whether individually controlled, shared, stand alone, or networked. Employees or students violating the above-described policy and

regulation shall be subject to disciplinary proceedings in accordance with the published disciplinary policies and procedures of the District. Punishment for violation of this policy and accompanying regulation may range from a suspension/removal of computer resource privileges to termination from employment or suspension/expulsion of the student from school.

In addition, violation of this regulation may result in civil and/or criminal penalties. Notwithstanding the prohibitions set forth above, the District reserves the right to determine what constitutes inappropriate use and may deny, revoke, suspend, or close any employee or student account at any time based upon a determination by the administration of inappropriate use. Employees and/or students who inadvertently access inappropriate information must immediately notify their direct supervisor or teacher.

Suspension in ST. LOUIS PUBLIC SCHOOLS

Any suspension by the Principal shall be immediately reported to the Superintendent or his/her designee who may revoke the suspension at any time.

- No student may be removed from school for more than one day without the action being reported as a suspension.
- Principals are authorized to suspend a student for a period up to but not to exceed ten (10) school days for Type II Infractions.
- Principals are authorized to suspend a student for ten (10) school days for Type I Infractions.
- Students in grades Kindergarten through Second grade cannot be suspended subject to the requirements of the Revised Statutes of Missouri, including but not limited to the Safe Schools Act.
- The Superintendent may suspend a student for a period not to exceed 180 school days.
- When a student is suspended in school or out of school, the parent must be contacted and/or must receive a letter of suspension and school administrators are to notify St. Louis Public Schools Transportation of the suspended student(s) with length of suspension annotated.
- Students involved in assaults on staff or other students may forfeit their return to the school in which the assault was committed.
- A student disciplined pursuant to this policy is not allowed within 1,000 feet of the school property or any activity of that district, regardless of whether or not the activity takes place on District property. The suspended student must have permission from the Superintendent or Superintendent's designee to be on school property. The District may discipline students for an off- campus conduct that negatively affects the on campus educational environment.

Due Process for Suspension

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

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

within a reasonable period of time. No student shall be suspended unless:

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

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

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

Review Process for Suspension or Alternative Placement

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

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

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

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

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

- Request an appeal form from The Office of Student and Parent Concerns, 801 N. 11th

- St., St. Louis, MO 63101, or write a letter of appeal.
- Include on the form or in the letter all information pertinent to the infraction.
- Return the form or letter to the Office of Family and Community Engagement within five (5) business days from the date of the long-term suspension.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the long-term suspension.

Review Process for Alternative Placement:

Appeals are done on a case-by-case basis

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

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

- Request a placement review form from The Office of Student and Parent Concerns, 801 N. 11th St., St. Louis, MO 63101, or write a letter requesting a review of the decision.
- Include on the form or in the letter all information pertinent to the infraction.
- You have five (5) business days from the start date of alternative placement to file with The Office of Student and Parent Concerns.
- Requests for review should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the alternative placement assignment. Notification of the status of the review will be sent to the guardian within ten (10) school days of receipt of the written request for review.
- The decision of the Superintendent or Designee shall be final and not subject to appeal.

Expulsion

Expulsion is permanent denial of school attendance.

Expulsion from School:

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

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

Expulsion from District:

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

Note: No student who has been expelled shall be admitted to any public school in any other

parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he/she seeks admittance.

Due Process for Expulsion

From School:

A principal (or designee) can recommend a student for expulsion from the school. If a principal recommends a student for expulsion, the student will be suspended pending the results of a District Disciplinary Conference in which the District Hearing Officer will determine if the recommendation for expulsion is upheld, modified, or reversed.

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

- The principal or designee must conduct a student conference and school-level investigation. The appropriate documentation must be submitted to The Office of Student Outreach.
- A District Disciplinary Conference (Hearing) is conducted by the Superintendent's designee, the District Hearing Officer, within ten (10) days of the Disciplinary infraction.
- The Hearing Officer will review the documentation submitted by the building principal and/or designee.
- The student shall remain on suspension until the conference takes place and a recommendation is made.

From District:

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

Re-admission or Permission to Enroll

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

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

St. Louis Public Schools will not readmit or enroll a student suspended for more than ten consecutive school days for an act of school violence or permit students to attend school

without first holding a conference to review the conduct that resulted in the expulsion or suspension and any remedial actions needed to prevent any future occurrences of such or related conduct. The conference must include appropriate members of the school, the student and the parent/guardian.

Felony Offenses

Per State Statute §167.171, no student will be readmitted or enrolled if the student was convicted of, charged as an adult or juvenile without final adjudication or convicted of juvenile conduct which, if committed by an adult, would constitute one of the following offenses:

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

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

Individuals with Disabilities Education Act (IDEA) and Section 504

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

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

Under both IDEA and Section 504, school districts are required to conduct student find activities

and an annual census of all student with disabilities or suspected disabilities from age three (3) to age twenty-one (21). This includes student residing in the District who are not attending school, students attending private schools, highly mobile student, such as migrant and homeless students, and students who are suspected of having a disability and need special education even though they are advancing from grade to grade. If you have a student with a disability or know of a student with a disability who is not attending a public school, please request the Census Reporting form. This notice will be provided in native languages as appropriate. The District has similar student find responsibilities under Section 504.

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

The St. Louis Public District assures that it will provide FAPE to all eligible student with disabilities between the ages of 3 and 21 under its jurisdiction. The District will conduct a free evaluation of any person between the ages of 3 and 21 who needs or is believed to need special education and or related services before taking any action with respect to the initial placement of the person in a regular or special education program and will consider the need for evaluation before any subsequent change in placement. Categories of disabilities under the IDEA include Intellectual Disability, Hearing Impairments and Deafness, Speech or Language Impairment, Visual Impairments/Blindness, Emotional Disturbance, Orthopedic Impairment, Autism, Traumatic Brain Injury, Other Health Impairment, Specific Learning Disability, Deaf/Blindness, Multiple Disabilities, and Young Student with a Developmental Delay. To be eligible for services under the IDEA, the student must also require special education and related services because of that disability.

A student has a disability under Section 504 when the student has been evaluated, and a determination has been made that the student has a mental or physical impairment that substantially limits a major life activity. The Saint Louis Public Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps Program. The Saint Louis Public School District has adopted the Missouri State Plan for Special Education. This plan may be reviewed at the Office of Special Education during regular business hours.

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

Parents/guardians and eligible students have the right to file a complaint with the Student Privacy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C., 20202-85204605 or the Missouri Department of Elementary and Secondary Education Division of Special Education-Compliance, P.O. Box 480, Jefferson City, MO 65102, concerning alleged failures by the District to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Discipline of Students with Disabilities under the IDEA:

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

Special Circumstances:

Students with disabilities may be placed in an interim alternative setting for up to 45 school days for carrying or possessing a weapon as defined in 18 U.S.C. § 930, knowingly using, possessing, selling or soliciting the sale of certain illegal drugs identified under Schedules I-V of Section 202(c) of the Controlled Substances Act, or inflicting serious bodily injury upon another person. Students may be removed under this provision even if the student's behavior was a manifestation of the student's disability.

Request for Review:

Parents may request a review of Disciplinary procedures in accordance with policies governing the suspension of all students and through procedures available pursuant to IDEA. Parents will be provided with a copy of procedural safeguards and the Parent's Bill of Rights in Missouri.

Protections For Student 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;
- The District determined that an evaluation was not necessary and provided proper Prior Written Notice of Action Refused;
- 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 student or others, the District may request an expedited due process hearing seeking a change of placement in accordance with procedures established under federal and state law.

Stay-Put Provision:

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

Missouri State High School Activities Association Eligibility

The high schools of the Saint Louis Public School District are members of the Missouri State High School Activities Association (MSHSAA). MSHSAA's eligibility requirements are established and voted on by the member schools and were adopted by St. Louis Public Schools upon becoming a member.

St. Louis Public Schools may also have additional local school requirements that must be met in order for a student to maintain eligibility. Although middle schools are not members of MSHSAA, they follow the MSHSAA rules and guidelines.

Eligibility Requirements:**Bona Fide Student**

To represent a school in interscholastic activities, a student must be a bona fide student and meet all general eligibility standards, including the specific provisions outlined in MSHSAA By-Laws 3.3 through 4.1.6.

A bona fide student is one who:

- Is enrolled in and regularly attending classes at the member school;
- Meets the minimum academic requirements as defined in By-Law 2.3.2;
- Maintains full-time attendance in accordance with By-Law 2.3.4.a;
- Has established residency at the member school;
- Has official academic records and transcript housed and maintained at the member school;
- Is earning credits toward a diploma from that member school; and
- Meets all essential eligibility standards required for participation.

Students attending a non-member technical high school or alternative high school operated or contracted by the district, or accredited by DESE, must also meet all essential MSHSAA eligibility requirements.

Students participating through a non-traditional enrollment option must meet the minimum academic requirements outlined in By-Law 2.3.2 and comply with By-Laws 2.3.4.b and 2.3.4.c.

Attendance & Daily Eligibility Requirement

In accordance with MSHSAA standards and district expectations, a student must be in regular attendance at school on the day of participation to be eligible for practice or competition.

- A student who is suspended (in-school or out-of-school) is ineligible to participate in athletics or activities for the duration of the suspension.

- A student who has an unexcused absence for any part of the school day is not permitted to participate in practice or competition on that same day.
- Additional building-level attendance requirements may apply.

Athletics and activities are privileges. Students must meet academic, attendance, and conduct standards each day to represent their school.

Local School Expectations

MSHSAA establishes minimum eligibility standards; however, member schools may adopt more stringent academic and attendance requirements than those required by MSHSAA for participation.

Students and families are responsible for understanding and meeting the eligibility expectations of their individual school. Students should consult with their school administrator or athletic director to ensure they are following all local academic, attendance, and conduct policies that may impact participation.

Citizenship

Students who represent a school in interscholastic activities must be creditable citizens and judged so by the proper authority. Students whose character or conduct reflects discredit upon themselves, or their school will not be considered “credible citizens.” Conduct must be satisfactory and in accordance with established standards of good discipline.

The District Athletic Administrator may be reached at (314) 345-4418. Additional information may be found at www.mshsaa.org.

Policy on Participation in Graduation Exercises

Participation in graduation exercises is a privilege - not a right. Students participating in commencement exercises shall complete all requirements for graduation as established by the Missouri Department of Education and Saint Louis Public Schools and shall not have been assigned to an alternative school during any portion of the current school year. Students in an alternative school are eligible to participate in a graduation organized and held through an alternative school. Students shall pay all assessed fees and shall not be under suspension. Students in a dropout recovery program or those assigned to alternative placements as a result of suspension hearings 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 senior-related activities. If the suspension prevents completion of academic work necessary for graduation, this disciplinary consequence may affect a student’s graduation or receipt of a diploma.

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

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

Graduation Requirements Class of 2012 & Beyond

Communication Arts	4.0
Electives	7.0
Fine Arts	1.0
Health	0.5
Mathematics	3.0
Personal Finance	0.5
Physical Education	1.0
Practical Arts	1.0
Science	3.0
Social Studies	3.0
Total	24

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

Note: Students must pass CPR Training as well as the Missouri and U.S. Constitution tests.

4.0 Honors Club:

St. Louis Public Schools aims to acknowledge students who demonstrate exceptional academic performance. Graduating students who achieve an unweighted and/or weighted 4.0 grade point average (GPA) will be honored with the prestigious designation of being a member of the St. Louis Public Schools 4.0 Honors Club.

St. Louis Public Schools reserves the right to add additional graduation requirements as needed to ensure that students are prepared to serve in their respective school communities, enter college, complete a career certification program, or begin employment in the workforce.

Parents' Right to Know

Dear Parent or Guardian:

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

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

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

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

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments as required under Title I.A.
- Information regarding any State or LEA policy regarding student participation in any assessments required under ESEA section 111(b)(2) and by State or LEA, including a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES

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

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

Revised 4/17

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

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

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

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

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

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

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

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

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty-

day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant, and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

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

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

Parental and Eligible Student Rights under FERPA

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

Inspect and Review of Records:

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

Right to File Written Objections:

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

Consent to Disclosure:

Under FERPA, a parent or eligible student must consent to disclosure of information in or from a student record, except to the extent applicable state or federal law authorizes its release without consent. Board Regulation R5125.2 sets forth when information in or from a student record can be disclosed without parental or eligible student consent. One of the exceptions to the prior consent requirement is that information in or from a student record, including a student's personally identifiable information, can be disclosed to school officials who have a legitimate educational interest in such records. Under Regulation R5125.6, "school officials" is defined as follows:

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

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

Directory Information:

Under FERPA, the District has the right to determine and release student “directory information” to third parties “upon written request.” Directory information may be released to third parties without a parent’s consent when the superintendent determines that the release of the information is for the purpose of benefiting the health, safety or welfare of the child or, for inclusion in a school directory. In accordance with federal law, the Board has designated the following as directory information:

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

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

Military Recruiters:

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

Complaints:

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

Copy of Policies:

Under FERPA, parents and eligible students have the right to obtain a copy of the Board Policies and Regulations concerning student records. Copies of policies and regulations can

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

St. Louis Public Schools Citizen Complaint Procedures

The Federal Every Student Succeeds Act (ESSA) of 2015 requires that school districts have board-adopted written procedures to resolve allegations of violations of requirements under this law. The District must disseminate the complaint procedures to parents/guardians and appropriate officials or representatives. Copies of these procedures should also be available upon request to the Missouri Department of Elementary and Secondary Education (DESE) Director of Federal Grants Management Section. The following should serve as a guide for resolving complaints under Title IX Part C Section 9304(a) (3) (c) for programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title X (Part C).

What is a Complaint for Purposes of this Policy?

A complaint is a written allegation that there was a violation of a federal statute or regulation that applies to a program under ESSA. There are both formal and informal complaint procedures.

A complaint under this procedure must be made in writing and signed by the complainant. The written

Complaint must specify the details of the situation and must pertain to a law or regulation that applies to a program under ESSA and is allegedly being violated, misapplied or misinterpreted.

Who May File a Complaint?

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

How are Complaints Filed?

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

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

Citizen's Complaint Procedures:

STEP 1: Informal Conference (Day 1-5)

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

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

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

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

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

1. Network Superintendent - because the resolution of the complaint exceeds the authority of the administrator.
2. Superintendent - because resolution of the complaint involves district-wide administrative procedures.
3. Complaint Subcommittee of the Board 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 Chief of Schools and Network Superintendents (Days 17-27)

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

OR

STEP 3: Formal Hearing by Chief of Schools (Days 17-27)

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

OR

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

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

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

R6171.3.3

THE BOARD OF EDUCATION OF THE CITY OF ST. LOUIS REGULATION

INSTRUCTION ELEMENTARY, MIDDLE AND SECONDARY

Curriculum Extensions

Instruction of Atypical Students -- Homeless -Resolving Grievances

- I. School District Level – It is the responsibility of the school district' homeless liaison to handle disputes concerning eligibility, school selection or the enrollment in school and inform the complainant of the district's complaint resolution procedure when a question concerning the education of a homeless student or youth arises. During the dispute, homeless student and youth must be enrolled and fully participating in school activities as well as receive transportation, if requested to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment. In resolving such complaints, the following procedures shall be utilized at the school district level:
1. The parent/guardian or unaccompanied homeless youth should be referred to the district's homeless coordinator. The district will provide the complainant with a copy or have access to review the board of education policies addressing the education of homeless student and youth. The homeless liaison should expeditiously arrange a meeting to discuss the complaint. If the dispute is not resolved after the initial discussion with the homeless coordinator, the complainant can file a written complaint to the homeless coordinator for further review. The homeless coordinator will provide a written proposed resolution of the dispute or plan of action within five (5) days* of the date that the complaint was received by the homeless coordinator.

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

II. State Level – If the dispute is not resolved in a satisfactory manner at the school district level, the complaint may be brought to the Department of Elementary and Secondary Education. Complaints made under this process must be made in writing and signed by the complainant. In resolving such complaints, the following procedures shall be utilized at the state level:

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

Include in the written complaint the following:

- a detailed description of the dispute
 - the name(s) and age(s) of the student(ren) involved
 - the name(s) of involved school district personnel and the district(s) they represent
 - a description of attempts that were made to resolve the issue at the school district level
2. The Director of Federal Programs will inform the involved school district(s) of the complaint. The director or the director's designee will collect needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.
 3. Within thirty (30) days after receiving a complaint, the director will inform the parties, in writing, of the decision.
 4. If a complainant disagrees with the director's decision, the complainant may, within ten (10) working days, appeal the decision to the Deputy Commissioner of Education. This appeal must be in writing indicating why the complainant disagrees with the decision.
 5. Within (thirty) 30 days after receiving the appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

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

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

References

Board Policy P0400

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

§1232g. Regulation approved: December 12, 1995

Revised: December 07, 1999

Revised: September 10, 2002

Revised: May 15, 2008

Revised: May 11, 2022

Revised: July 7, 2022

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

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

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

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

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

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

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

Glossary of Terms

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

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

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

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

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

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

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

Behavior Intervention Plan (BIP). Shall mean a plan that includes school staff responsibilities meant to help a student to meet behavior expectations. BIPs are written documents that describe the inappropriate behavior to be changed as well as strategies or interventions implemented to address the target behavior. BIPs are developed by either the classroom teacher or a team of school personnel who assist the teacher in proactively, consistently, and effectively addressing inappropriate behavior. BIPs aid in communicating behavioral expectations to individual students or an entire classroom and also communicate the consequences of achieving the goal or objective. In addition, BIPs allow frequent feedback regarding the effectiveness of the management strategies being employed, assist in documentation of student or class progress and provide useful guidelines for interacting with students.

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

Bullying – shall mean intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and cause a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student or multiple students, and can be perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence,

gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Board Policy 5131.

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

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

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

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

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

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

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

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

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

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

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

threaten or raise concerns about violence against others, suicide or self-harm. Board Policy 5131.

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

DESE – Department of Elementary and Secondary Education

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

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

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

District – shall mean Saint Louis Public School District.

District Disciplinary Conference – shall mean the due process proceeding for a Type I infraction or repeated Type II 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, iPod, 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 student with special needs or exceptionalities. The school must create a specific plan to address the student's learning needs, place them in the appropriate educational setting for their needs, and deliver special education and related services required for the student to learn. FAPE differs for each student and ensures that all students with disabilities receive an appropriate public education at no expense to the family.

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

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

Gang activities include:

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

- Recruiting students for gangs or anti-social behavior.

Group Fight – shall mean a severe attack of several students engaging in the use of physical force or the unlawful beating of others with the intent to harm or cause injury with or without the use of weapons or other objects used as instruments to cause harm.

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

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

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

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

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

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

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

Individualized Accommodation Plan (IAP) – shall mean a written plan developed by a group of individuals who have knowledge of a student's disability, knowledge of the student that addresses the student's disability and documents specific accommodations and modifications to be

provided in school so that the student benefits educationally.

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

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

Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004) – shall mean federal law governing how states and public agencies provide all student 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 student with and addresses 13 specified categories of disability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Out-of-School Suspension – shall mean the temporary removal of a student from school. Suspensions are limited in time and the student should be able to return to school after the term of suspension is completed. During the suspension period, students are not allowed on any school property, including school-related activities (e.g., athletic or intramural events) outside of normal school hours.

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

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

Personal Searches – shall mean the district administrators or security personnel may search the person or personal effects of a student when, based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule or a district policy. Searches may be conducted by metal detectors and/or by hand.

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

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

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

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

Positive Behavior Intervention & Support (PBIS) – shall mean a school system's approach to creating and maintaining a climate of belonging, safety and learning in our schools. The 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 Disciplinary Conference Officer and agreed to in writing by the student and the student's parent(s)/ guardian(s) responsible for the student's attendance.

Probation Violation - shall mean the act of a student breaking or breaching the written contractual agreement among the student, parent(s)/ guardian(s), and school which was previously accepted by all parties upon conclusion of the student's District Disciplinary 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 student; counseling services, including rehabilitation counseling; orientation and mobility services; medical series for diagnostic or evaluation purposes; school health services; social work services in schools' parent(s)/ guardian(s) counseling and training; and transportation.

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

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

Saturday School – see listing for "Detention"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Code of Conduct Review

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

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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 to, access to, treatment in, or employment in its programs and/or activities.

For more information, please contact Employee Relations, Monday through Friday from 8:00 a.m. to 4:45 p.m., at 801 N. 11th St., St. Louis, MO 63101 or ERStaff@SLPS.org.