



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**

STUDENT EXPECTATION CODE

2026 - 2027

Additional Copies of the Student Expectation Code are available at all Ferguson-Florissant School District schools. This guide outlines the District's expectations for student behavior and the supports and procedures used to promote a positive learning environment.

***After reviewing this document please acknowledge
receipt in Infinite Campus***



FERGUSON-FLOISSANT SCHOOL DISTRICT

Administration Center

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Office of Superintendent

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Dear Ferguson-Florissant School District Families,

I am pleased to share the Student Expectation Code (SEC), which reflects our commitment to safe, supportive, and equitable learning environments for all students. This document outlines our expectations for student behavior and the supports and responses used to promote accountability, growth, and academic success.

Developed with input from educators and staff across the District, the SEC aligns with state and federal requirements while emphasizing restorative and student-centered practices. Our goal is to create learning environments where every student feels valued, supported, and empowered to succeed.

Thank you for your partnership in helping us foster a culture of respect, responsibility, and excellence throughout the Ferguson-Florissant School District.

Sincerely,

Dr. Howard E. Fields, III
Superintendent

Board Policy and Student Discipline

The Student Expectation Code (SEC) is an associated procedure under Board Policy JG and Regulation JG-R1. Board Policy JG and Regulation JG-R1 establish the Board-approved framework governing student discipline in the Ferguson-Florissant School District. The Student Expectation Code (SEC) is intended to provide guidance to principals, staff, students, and families by outlining behavioral expectations, disciplinary procedures, and potential interventions.

The Student Expectation Code is designed to foster student responsibility, respect for others, and the orderly operation of District schools. Because no code can anticipate every circumstance, the SEC is not intended to be an exhaustive list of prohibited behaviors or disciplinary responses. Any conduct not specifically identified, any aggravated circumstance, or any combination of behaviors may result in disciplinary action as determined by the principal, Superintendent, or Board of Education, consistent with applicable law and Board policy.

The SEC applies to student conduct on District property, including playgrounds, parking lots, and District transportation, at school-sponsored activities whether on or off District property, and, to the extent permitted by law, to off-campus conduct that substantially impacts the educational environment.

In all instances, Board-adopted policies and regulations supersede the Student Expectation Code. If any provision of the SEC conflicts with Board Policy JG or Regulation JG-R1, the Board policy and regulation shall govern.

Compliance with Law on Student Electronic Devices

In May of 2025, Missouri lawmakers passed Senate Bill 68, which places statewide restrictions on the use of personal electronic devices by students during the school day. As a public school district, we are legally required to comply with this new legislation. As such, the following expectations regarding student electronic device use will go into effect immediately and are not optional.

The Ferguson-Florissant school district is committed to helping students develop responsible technology habits. We recognize that personal electronic devices can offer educational value; however, when used during instructional time, they often interfere with learning, focus, and engagement.

The following outline District requirements:

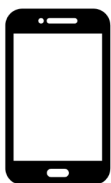
- All personal electronic devices, including cell phones, earphones, and gaming devices, must be turned off, out of sight, and not in use during the school day.
- Students may use their personal devices before and after school hours, and we expect responsible use during those times.
- A few limited exceptions may apply (such as for medical needs or approved instructional purposes).

We appreciate your understanding and support as we implement this legally mandated policy. Our shared goal remains to create focused, respectful learning environments where all students can thrive.



DEVICE FREE IN FFSD

A new Missouri law now requires a complete ban on the use of cell phones and personal electronic devices during the school day. Limited exceptions may be made for medical reasons, emergencies, or for school-issued devices.



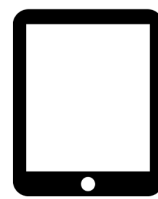
Cell phones



Earbuds & Headphones



Smart Watches



Other Communication Devices

Students will be able to:

- ✓ Learn in an environment with no distractions
- ✓ Strengthen healthy connections
- ✓ Improve their overall wellness



Policy JFCF: BULLYING

In order to promote a safe learning environment for all students, **the district prohibits all forms of bullying.** The district also prohibits retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to:

- Physical actions, including violence, gestures, theft, or property damage
- Oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats
- Threats of reprisal or retaliation for reporting such acts

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's Student Expectation Code (SEC). Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to:

- Contacting the parents/guardians of the victim and the alleged perpetrators
- Communicating that this behavior is not allowed on district grounds or at district activities
- Notifying the appropriate district staff to assist the victim
- Taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity



Bullying Form Reporting Location

<http://new.fergflor.k12.mo.us/report-it/>

The District's online bullying reporting form may be used by students, parents/guardians, staff members, or community members to report concerns regarding alleged bullying.

Reports submitted through the form will be reviewed by the building principal or designee and, when appropriate, Central Administration or the Human Resources Department. Individuals are encouraged to report bullying concerns directly to school staff as soon as possible; however, the online form provides an additional reporting option. In accordance with state law and Board policy, the District will promptly investigate reported incidents and take appropriate action when warranted.

Introduction

The Ferguson-Florissant School District (FFSD) is committed to fostering a safe, engaging, and supportive learning environment where students, families, and staff work in partnership to ensure that all policies are implemented and monitored with equity and consistency. Our district's policies and regulations prioritize instruction and restoration over punishment, with the goal of promoting positive behavior and maintaining strong student connections to school—ultimately supporting their success as they graduate from high school and transition to adulthood.

We believe our schools are safest and most effective when students, parents/guardians/caregivers, and staff collaborate, respect one another's roles, and are collectively invested in restorative approaches to discipline.

FFSD Philosophy of Discipline

The Ferguson-Florissant School District (FFSD) Board of Education **Policy JG: Student Discipline** sets forth the expectation that FFSD schools will create environments that are conducive to learning. In addition to students' homes, schools are communities in which positive behavior is expected, modeled, and learned within an environment of civility and dignity.

We believe that discipline is a developmental process, and students' varied behavioral and developmental needs should be met with effective discipline strategies and tiered responses and interventions. A continuum of instructional strategies and disciplinary responses supports teaching and learning, fosters positive behaviors, and reflects a restorative discipline philosophy. Restorative practices afford students opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct. Our school discipline practices are designed to engage students in the classroom so that students may become college and career ready.

Fair, firm, equitable, and consistent application of the disciplinary procedure is expected, and students should be made aware of the consequences of misbehavior. However, school discipline should be administered in a manner to keep students within their regular school program to the greatest extent practicable. Suspensions, expulsions, and other exclusionary practices are to be used on a limited basis—our goal is for every student to experience academic and social success in the Ferguson-Florissant School District. This will be accomplished through ongoing professional development with all staff and through accountability measures outlined in rights and responsibilities.

Philosophical Statement

Students are successful when they feel nurtured and engaged in a supportive learning environment with fair and consistent behavioral expectations for all members of the school community. This is achieved by applying the adult-led procedures described within the Student Expectation Code consistently and without bias, reinforcing positive behavior, preventing misbehavior before it occurs, supporting students in overcoming challenges, and fostering and restoring positive relationships among all members of the school community.

Schools must also employ applicable legal protections when addressing discipline and must not allow discipline to disproportionately impact specific groups of students based on race, color, creed, national origin, immigration status, religions, physical, mental, or educational disability, pregnancy, age, gender, gender expression, gender identity, genetic information, sexual orientation, marital status, veteran status or socio-economic status.

Purpose

The Ferguson-Florissant School District has created the Student Expectation Code to assure all stakeholders have direct access to the guiding principles and consistent procedures applicable to the administration of student discipline within all schools. All children have different needs, and our mission is to ensure that all children succeed. Towards that end, this document serves as a lens through which to view how the district will utilize preventative and restorative approaches to support students equitably even when they may make choices that negatively impact themselves or others. To promote equitable outcomes for students, this document identifies areas where interventions to support students in preventing negative behaviors are included or required and defines ranges and maximums for consequential actions. The Ferguson-Florissant School District intends to make plain the thought and care used to assure administrative procedures, and disciplinary consequences are learning experiences for student growth and to ensure that our families are informed partners throughout the process of supporting students in being at their very best every day.

Student Expectations

Students are expected to conduct themselves in a manner that supports a safe, respectful, and productive learning environment. All students are expected to:

1. Follow school and district rules, policies, and procedures.
2. Respect and comply with directions from school staff and other authorized personnel.
3. Attend school regularly and arrive on time.
4. Meet classroom expectations for behavior and academic engagement.
5. Cooperate with students and staff who have been assigned leadership or supervisory responsibilities.
6. Treat others with dignity and respect and refrain from actions that may harm the physical, emotional, or psychological well-being of others.
7. Respect and care for school property and the property of others.
8. Accept responsibility for their actions and decisions.

These expectations and the Student Expectation Code will be reviewed with students annually and incorporated into each school's procedures and practices.

The Ferguson-Florissant School District's Student Expectation Code establishes a consistent standard of conduct for all students. The Code is intended to provide guidance and is not an exhaustive list of prohibited behaviors. The District will review the Student Expectation Code annually and seek feedback from staff and other stakeholders to ensure it remains effective, equitable, and responsive to student needs.

Rights and Responsibilities

The Ferguson-Florissant School District is committed to safeguarding the rights afforded to all students under state and federal law. In addition, to promote a safe, healthy, orderly, and civil school environment, all District students have the right to:

1. Expect a school environment that is conducive to learning
2. Be treated civilly by all members of the school community
3. Participate in all District activities on an equal basis, regardless of race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family or parental status, marital status, age, physical or mental disability, socio-economic status, or language
4. Be provided with school rules and, when necessary, receive an explanation of those rules from school personnel
5. Communicate their version of relevant event(s) to school personnel authorized to determine an appropriate disciplinary response

The Ferguson-Florissant School District does not discriminate on the basis of race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family or parental status, marital status, age, physical or mental disability, socio-economic status, language, or due to anti-semitism.

STUDENTS RIGHTS AND RESPONSIBILITIES	
Students have the right to:	Students have the responsibility to:
1. Attend school in their district of residence or in accordance with legally recognized exceptions, and receive a free and appropriate public education from ages 7 to 21, as provided by Missouri law (per RSMo §167.031).	1. Attend school regularly and on time, complete assignments to the best of their ability, and come prepared to learn each day.
2. Expect a safe, orderly, and purposeful school environment and to be treated equitably.	2. Be aware of and follow all school rules and behavioral expectations.
3. Be treated as an individual and to be treated courteously, equitably, and civilly by fellow students and staff.	3. Treat all members of the school community with respect and courtesy.
4. Express opinions verbally or in writing.	4. Express opinions and ideas respectfully, without slander or infringement upon the rights of others.
5. Dress in a manner that expresses personal identity while adhering to the District's dress or uniform code.	5. Dress appropriately in accordance with the District's dress/uniform code to ensure safety and full participation in school activities.

6. Be afforded equal and appropriate educational opportunities.	6. Take advantage of available educational programs and strive to reach one's full potential. While not interfering with the educational opportunities of others.
7. Participate in all school activities on an equal basis, regardless of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family or parental status, marital status, age, physical or mental disability, socio-economic status, or language.	7. Demonstrate effort and cooperation in all academic and extracurricular activities and support peers in doing the same.
8. Access relevant and objective information concerning drug and alcohol abuse and be connected to individuals or agencies offering support for personal challenges.	8. Access relevant and objective information concerning drug and alcohol abuse and be connected to individuals or agencies offering support for personal challenges.
9. Be protected from intimidation, harassment, or discrimination based on actual or perceived characteristics such as race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family or parental status, marital status, age, physical or mental disability, socio-economic status, language, or based on anti-semitism—whether by staff or students—on school property or at school-sponsored events ¹	9. Promote a respectful, inclusive environment by treating others equitably, reporting any incidents of intimidation, harassment, or discrimination, and encouraging peers to do the same in accordance with the Student Expectations Code.

¹ Harassment or discrimination based on antisemitism shall be treated identical to discrimination motivated by race.

PARENTS/GUARDIANS/CAREGIVERS RIGHTS AND RESPONSIBILITIES

Parents/guardians/caregivers have the right to:	Parents/guardians/caregivers and have the responsibility to:
1. Be actively involved in their children's education.	1. Ensure their children attend school regularly and on time, and notify the school when their children are absent.
2. Be treated courteously, equitably, and civilly by all school staff.	2. Be courteous to staff, other parents, guardians/caregivers, and students while on school premises, and communicate concerns or complaints to school officials in a timely manner.
3. Receive information about the policies of the Ferguson-Florissant Board of Education and procedures that relate to their children's education.	3. Work with principals and school staff to address any academic or behavioral issues their children may experience.
4. Receive regular reports, written or oral, from school staff regarding their children's academic progress and behavior—including, but not limited to, report cards, behavior reports, and conferences.	5. Support Ferguson-Florissant Schools by being a positive role model, and by talking with their children about school and expected behavior.
5. Receive timely information and notification of inappropriate or disruptive behavior by their children, as well as any disciplinary actions taken by school staff.	6. Read and become familiar with the policies of the Board of Education, the Title I Parent Compact, and the Student Expectation Code.
6. Receive information about due process procedures related to disciplinary matters, including opportunities for conferences and appeals.	6. Provide updated contact information to Ferguson-Florissant Schools through the Parent Portal.
7. Receive information from school staff about ways to improve their children's academic or behavioral progress, including counseling, tutoring, after-school programs, academic supports, and mental health services available in Ferguson-Florissant Schools and the community.	7. Provide a quiet space for children to complete homework or allow participation in after-school programs that support academic success.

¹ Although comprehensive, these rights and responsibilities (as well as for students') are offered as illustrative in nature and not intended to be exhaustive or all-inclusive.

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously and equitably by students, parents/guardians/caregivers, and other school staff.
3. Communicate concerns, suggestions, and complaints to their immediate supervisor.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.
6. Differentiate instruction in accordance with the policies of the Ferguson-Florissant Board of Education.

Principals and school staff have the responsibility to:

1. Attend work daily, be punctual, and deliver well-planned, creative, and engaging instructional plans each day.
2. Maintain safe and orderly schools using prevention and intervention strategies as outlined in the Student Expectation Code and/or consistent with Ci3T practices.
3. Be civil and courteous to students and parents/guardians/caregivers, serving as role models for students.
4. Be knowledgeable about Board of Education policies, administrative regulations, and rules, and apply them equitably and consistently.
5. Understand and apply federal and state laws and regulations related to the disciplinary process for students with disabilities.
6. Communicate policies, expectations, and concerns clearly, and respond to complaints from students and parents/guardians/caregivers in a timely manner and in a language they understand.
7. Ensure that students are referred to the appropriate committees, departments, offices, divisions, agencies, or organizations when additional support is necessary.
8. Keep parents/guardians/caregivers informed of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
9. Provide makeup work for students with lawful absences, including those absent for disciplinary reasons.
10. Participate in opportunities that foster school pride and build staff morale.
11. Maintain and promote a climate of mutual respect and dignity for all students, regardless of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family or parental status, marital status, age, physical or mental disability, socioeconomic status, or language.
12. Demonstrate and encourage appropriate appearance, language, and behavior within the school setting to strengthen students' self-image and promote their confidence to learn.
13. Confront instances of discrimination and harassment that threaten the emotional or physical safety of any student, staff member, or lawful visitor on school property or at school events.
14. Reflect on and address personal biases that may affect the fair treatment of students within the school or classroom environment.
15. Report all witnessed or disclosed incidents of discrimination or harassment to the principal, school counselor, student support services personnel, or other designated staff in a timely manner.
16. Administrators: Follow up promptly on any incidents of discrimination or harassment that are witnessed or reported, in accordance with Board of Education policy.

² Although comprehensive, they are offered as illustrative in nature and not intended to be exhaustive or

fully inclusive. Principals and school staff are expected to perform all duties and responsibilities of their positions in a thorough and professional manner

DISTRICT ADMINISTRATORS, SUPERINTENDENT, AND BOARD OF EDUCATION MEMBERS RESPONSIBILITIES

Ferguson-Florissant School District Administrators have the responsibility to:

1. Create and implement policies and procedures that promote safe and orderly schools for all students, school staff, and principals.
2. Protect the legal rights of school staff, principals, students, and parents/guardians/caregivers.
3. Be courteous, civil, and equitable with students, parents/guardians/caregivers, school staff, and principals.
4. Provide a broad-based and varied curriculum to meet the individual needs of each school.
5. Inform the community, students, parents/guardians/caregivers, school staff, and principals about policies adopted by the Board of Education.
6. Ensure the protection of the legal rights of students with disabilities.
7. Provide staff who are trained to meet the academic, social, and behavioral needs of students.
8. Offer professional development and support to principals and school staff to help them effectively serve students.
9. Support principals and school staff in fulfilling their disciplinary responsibilities, as defined by the Ferguson-Florissant School District's Student Expectation Code.
10. Contact and involve parents/guardians/caregivers in disciplinary matters as appropriate.

The Ferguson-Florissant Schools Superintendent has the responsibility to:

1. Promote a safe, orderly, civil, and stimulating environment—free from intimidation, discrimination, and harassment—that supports active teaching and learning.
2. Review with District administrators the policies of the Board of Education and all applicable state and federal laws relating to school operations and management.
3. Keep the Board of Education informed about educational trends, including matters related to student discipline.
4. Develop instructional programs that are responsive to student and teacher needs and help minimize incidents of misconduct.
5. Collaborate with District administrators to enforce the Student Expectation Code and ensure that all disciplinary matters are addressed promptly and equitably.
6. Address all school-related safety concerns in a timely and thorough manner.

The Board of Education has the responsibility to:

1. Collaborate with students, teachers, administrators, parent organizations, school safety personnel, other school staff, and the community to develop a Student Expectation Code that clearly defines expectations for the conduct of students, District personnel, and all individuals on school property or at school functions.
2. Adopt and review the District's Student Expectation Code at least annually to evaluate its effectiveness, ensure equity for all, and promote consistent implementation across the District.
3. Lead by example by conducting Board of Education meetings in a professional, civil, and courteous manner.
4. Take appropriate action when violations of the Student Expectation Code occur.

SCHOOL UNIFORMS FOR FERGUSON-FLORISSANT SCHOOL DISTRICT K-12TH GRADE STUDENTS FOR THE 2026-27 SCHOOL YEAR



***STEAM Middle/STEAM High have different uniform requirements. Please check with your child's school for specific uniform options and school colors.**

Shirts

- White or navy blue shirts with collars, such as a polo, oxford, or dress shirt (no logos required)
- Information on school spirit color shirts will be available from your child's school
- FFSD cardigan, vest, fleeces, or blazers may also be worn

Bottoms

- Navy blue shorts, pants, slacks, skirt, skorts or jumper
- Khaki shorts, pants, slacks, skirt, skorts or jumper
- Black pants, slacks or shorts
- FFSD Red/Navy Blue Plaid skirt, skorts or jumper

Clear Bookbags

***Your child's school may have specific shirt color requirements based on grade level, team, or other uniform requirements. Be on the lookout for more information from your child's school before school starts.**

If you have any questions, please contact the school directly.

For students with sensory needs, please contact [TrayJays](#) directly with the subject line "FFSD Sensory Uniform".



FFSD SEC Dress Code for Students

The Ferguson-Florissant School District expects students to dress for success. The way a student dresses affects student attitude and behavior. We expect our students to maintain a level of dress conducive to a positive learning school culture. All Students in grades K – 12 are required to wear school uniforms and will follow the FFSD Uniform Guidelines detailed below and in accordance with **Policy JFCA: Student Dress Code**.

Ferguson-Florissant School District School Uniform:

Only uniforms may be worn to school, unless on an administrator approved school spirit or incentive day. The following is prescribed for students in the Ferguson-Florissant School District:

Shirts:

Students must wear white or navy blue collared shirts (polo, oxford, or dress shirts; no logos required). Ferguson-Florissant School District cardigans, vests, fleeces, or blazers are permitted. Safe and appropriate shoes must be worn. Students may personalize their uniforms with school-appropriate hair accessories, socks, ties or ascots, pins, or buttons.

Bottoms:

Students may wear navy blue, black, or khaki pants, slacks, walking shorts (including FFSD plaid), skirts, skorts, or jumpers. All shorter bottoms must be no shorter than the length of the student's closed fist when arms are at their sides.

Schools may designate administrator-approved spirit or incentive days during which the standard dress code is modified. Students who choose not to participate must follow the regular district dress code. The appropriateness of clothing will be determined at the discretion of the school administrator. Individual schools may impose additional restrictions as necessary.

Bookbags and Backpacks:

Students are permitted to carry clear bookbags or backpacks while on school property and at school-sponsored activities. Bookbags and backpacks must be constructed primarily of clear plastic, vinyl, or similar transparent material. Small non-transparent pouches or compartments integral to the bag may be permitted as approved by the District. Exceptions may be made for students with documented medical, disability-related, or other approved needs. The appropriateness of bookbags and backpacks, and any exceptions to this requirement, will be determined at the discretion of the school administrator.

Dress Code Violations

Any violation of the dress code will be addressed in accordance with the Ferguson-Florissant School District's Student Expectations Code.

Clothing Not Permitted on Spirit or Incentive Days (if worn alone):

- Tube tops, spaghetti straps, tank tops (with straps less than three fingers wide), cut-offs, midriff shirts/blouses, or muscle shirts
- Tights or spandex
- See-through clothing (including but not limited to tops, sleeves, legs, and backs)

Clothing and Items Not Permitted at Any Time:

- **Headgear or coverings**, including hats, sweatbands, bandanas, scarves, wave caps, hoods, etc., *unless for documented religious, health, or cultural reasons with administrator approval*. These items may not be carried during the school day.
- **Obscene or inappropriate content**, including clothing that references alcohol, tobacco, drugs, weapons, harassment, vulgarity, lewdness, or prejudice (explicit or implied).
- **Overly revealing tops**: No visible skin from armpits to thighs when standing with arms at sides.
- **Pajamas or bedtime apparel**
- **Decorative or dangerous jewelry**, such as sunglasses, dog collars, chains, or spiked accessories
- **Clothing that reveals underwear or undergarments**
- **Gang-related attire**, including clothing, jewelry, emblems, symbols, or signs signifying membership in a gang (defined as a group of two or more individuals involved in illegal activities)
- **Shirts longer than the closed fist when arms are at the side** (e.g., jerseys, sweaters); these must be tucked in at the waist
- **Coats worn inside the building** (acceptable alternatives include sweat jackets, jean jackets, light jackets, sweaters, and hoodies that comply with shirt-length rules)
- **Shorts or skirts shorter than the length of a closed fist** when arms are at the side
- **Inappropriate footwear**: No house shoes, flip-flops (at the elementary level), bare feet, or sock-only feet.

The Schools' Authority:

The Ferguson-Florissant School District is committed to providing a non-violent and drug-free learning environment. The Ferguson-Florissant School District has the authority under Sections 167.161 and 171.011, RSMo. to control student conduct that disrupts the good order and discipline in its schools, or conduct that may harm the morale or good behavior of students. When the District is notified of a violation of certain provisions of the Missouri Safe Schools Act, students may be subject to mandatory exclusion from school regardless of when or where the violation occurred. When necessary, any employee of the District may engage in reasonable physical restraint of students to maintain safety and orderly student conduct as authorized by law and Board of Education policy.

The Ferguson-Florissant School District's Student Expectation Code separates student misconduct into five categories: Level 5 behavior is identified as expellable offenses; Level 4 are behaviors that involve safety issues; and Level 3 are behaviors targeted at or targeting others; Level 2 are behaviors that are disruptive to the classroom and interferes with the learning of others; Level 1 are behaviors that are disruptive to the immediate space and/or a few others in the area.

Students shall not engage in misbehaviors on the school property at any time or off school grounds at a school activity or function. In addition, students may not commit behavior offenses coming to or from school or school functions, including but not limited to the bus stop, on the bus, or when using other means of transportation to the extent permitted by law. Students may be disciplined for misconduct occurring off school grounds, including issues arising from the use of social media that affect the school climate or pose a threat to the general safety, welfare, or discipline of the students and staff, to the extent permitted by law.

The schools' authority extends to students' possessions kept in their automobiles while parked on school property. Any vehicle driven onto a Ferguson-Florissant School District property by a student is subject to search by school authorities. Such search may be conducted without a warrant and upon reasonable suspicion or for any other reasonable purpose and in a reasonable manner, consistent with applicable law. Desks and lockers are the property of the District and searches may be conducted at the discretion of building administrators. All staff members have the authority and responsibility to maintain appropriate student conduct. (Police notification may result from investigative findings by school authorities).

Admission Restriction

In accordance with §167.171 RSMo, no student may be readmitted or enrolled in a regular program of instruction who has been convicted of or charged with an act which, if committed by an adult, would be one of the following:

- 1) First-degree murder under § 565.020, RSMo.
- 2) Second-degree murder under § 565.021, RSMo.
- 3) First-degree assault under § 565.050, RSMo.
- 4) Forcible rape under § 566.030, as it existed prior to August 28, 2013, or rape in the first degree under section 566.030; RSMo.
- 5) Forcible sodomy under § 566.060, as it existed prior to August 28, 2013, or sodomy in the first degree under section 566.060, RSMo.
- 6) Statutory rape under § 566.032, RSMo.
- 7) Statutory sodomy under § 566.062, RSMo.
- 8) Robbery in the first degree under § 569.020, as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023, RSMo.
- 9) Distribution of drugs to a minor under § 195.212, as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020, RSMo.
- 10) Arson in the first degree under § 569.040 RSMo; or
- 11) Kidnapping, or kidnapping in the first degree when classified as a class A felony under § 565.110, RSMo.

For purposes of the Missouri Safe Schools Act and the District's Student Expectation Code policy, "charged" means that although there has been no final judgment, an indictment or information has been filed in an adult proceeding, or a petition has been filed in juvenile court. Although a hearing is not required by statute for mandatory exclusions under the Safe School Act, in certain cases, the District may elect to conduct a hearing regarding the existence of the charges or petition. Special rules may apply to a student with a disability who has been charged with or convicted of these offenses.

Nothing in this section shall prohibit the re-admittance or enrollment of any student when a charge has been dismissed, or when a student has been acquitted or adjudicated not to have committed any of the above acts. This section does not apply to a student with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the student's disability. Nothing in this subsection shall be construed to prohibit the District from enrolling a pupil in an alternative education program if the District determines such enrollment is appropriate. Refer to Section 167.171.

In addition to these offenses, which typically result in a mandatory exclusion, Section 167.161 permits school districts to suspend a student who has, as an adult, been charged with or convicted of, or pled guilty to, a felony criminal violation of state or federal law after notice to parents/guardians/caregivers or others having custodial care and a hearing upon the matter. When a student is suspended as a result of the student being charged with or convicted of, or having entered a plea of guilty to, a felony not listed above, a hearing before the Board of Education is required to remove the student from school.

In addition, the student **may be reassigned by the Superintendent** to another school in the District after the suspension.

LEVEL 5 BEHAVIORS

Level 5 behavior is student misconduct that is serious enough to result in a Superintendent's suspension of up to 180 school days or an expulsion.

When Level 5 Behavior Occurs:

School officials will investigate when they become aware that a Level 5 behavior may have occurred. The investigation normally includes an informal conference with the student suspected of misconduct. During the conference, the student will be informed of the charges and given an opportunity to admit or deny them. If the student denies the charges, the school official will explain the facts that support the proposed suspension and give the student an opportunity to present their version of the incident.

Community law enforcement agencies may be involved in investigations regarding Level 5 behaviors. Principals must notify police of Level 5 violations. Police also will be notified of any offense listed in the section titled **Reporting to Law Enforcement Officials (See also Policies JG-R1 and JGF)**. If possible, a student conference will take place prior to calling the police. Community law enforcement agencies have the authority to take a student into custody for criminal action or violation of the juvenile code.

If the principal concludes that a student has engaged in a Level 5 violation the principal may suspend the student for 10 school days with a recommendation for a long-term suspension unless there are circumstances that clearly indicate such a suspension is not warranted. The principal or designated school official will notify the student's parent/guardian/caregiver prior to sending the student home. The parent/guardian/caregiver must arrange for the student to be picked up from school or consent as to how the student will travel home. The principal or designated school official will inform the student's parent/guardian/caregiver orally and by letter of the suspension and that the matter is being referred to the Superintendent's office and the District Hearing Officer for possible further actions.

When a Level 5 violation has been committed, the principal has conducted an informal investigation and decided to recommend a long-term suspension; a written report of the incident will be sent to the Superintendent or designee and the District Hearing Officer within three (3) school days of the beginning of the principal's suspension. Within ten (10) school days, the District Hearing Officer or a representative shall give the suspended student and parent/guardian/caregiver an opportunity to present their perspective of the incident, review the principal's report and any other information the designee and/or the District Expectation Committee may consider concerning the suspension and the recommendation to the Superintendent concerning further disciplinary action.

Following this process, the Superintendent will review the matter and make a determination concerning whether:

- The student should be suspended for up to 180 school days
- Expulsion proceedings should be initiated
- Discipline reassignment should be considered
- Some other disciplinary approach should be pursued

The Superintendent will notify the student and student's parent/guardian/caregiver by letter of the decision concerning additional disciplinary action as a result of Level 5 behavior. Procedures applicable to students with a disability are described in Board of Education **Policy JGE- DISCIPLINE OF STUDENTS WITH DISABILITIES**.

LEVEL 4 BEHAVIORS

Student behaviors that involve a) safety, security, or the well-being of students/staff, b) multiple or repeated Level Three infractions, or c) other significant or more serious behaviors, as determined by the Administration, are considered Level 4 behaviors. Such behaviors will result in stronger interventions. While these types of behaviors often may involve other supporting staff, both school-based and within the broader community, they will also normally involve the removal of a student from the classroom/school environment. Students who engage in Level 4 behavior will not receive a Superintendent's suspension or an expulsion but will receive appropriate consequences from the principal or other school administrator. (See behaviors charts)

A student may not commit acts of sexual harassment or violence against anyone in school. Sexual harassment and violence include other verbal, written, physical, visual, or electronic contact of a sexual nature. Acts of sexual harassment should be reported to the building principal or to the Assistant Superintendent of Student Support Services.

Any disciplinary action to be taken is at the discretion of the school official. If Level 4 behavior results in a principal's suspension, the principal or designated official will hold an informal conference with the student prior to the suspension and will notify the student's parent/guardian/caregiver or designee. As with any suspension, during the conference, the student will be informed of the charges and given an opportunity to admit or deny them. If the student denies the charges, the school official will explain the facts that support the proposed suspension and give the student an opportunity to present their version of the incident.

If the principal determines that a suspension is necessary, the principal or designated school official will notify the student's parent/guardian/caregiver prior to sending the student home. The parent/guardian/caregiver must arrange for the student to be picked up from school or consent as to how the student will travel home.

LEVEL 3 BEHAVIORS

Student behaviors targeted at or targeting others, interfering with safety equipment and/or the safety of others, or are repeated or significant incident(s) of Level Two infractions will be considered Level 3. All Level 3 behaviors will be appropriately responded to by the principal or other school officials.

LEVEL 2 BEHAVIORS

Student behavior that is disruptive to the classroom and interferes with the learning of others, disordered behavior towards another student or school staff, or are repeated, or significant incident(s) of Level One infractions is considered Level 2. All Level 2 behaviors will be appropriately responded to by the principal or other school officials.

LEVEL 1 BEHAVIORS

Student behavior that is disruptive to the immediate space and/or a few others in the area, which does not follow reasonable request or behavior that is generally managed with a brief intervention by an adult present in that setting, is considered Level 1. All Level 1 behaviors will be appropriately responded to by the teacher, bus driver, or other school staff.

CONSEQUENCES OF STUDENT MISCONDUCT:

Possible consequences of student misconduct include, but are not limited to, the following:

Commencement Privilege: (See IKFB: GRADUATION EXERCISES)

Participation in the graduation ceremony is a privilege, not a right. To participate in graduation exercises, a student must be in good standing with the Ferguson-Florissant School District, as defined by District guidelines.

Suspension: (See JGD: STUDENT SUSPENSION AND EXPULSION)

The Board of Education believes that the right of a child to attend free public schools carries with it the responsibility of the child to attend school regularly and to comply with the lawful policies, rules and regulations of the School District. This observance of school policies, rules and regulations is essential for permitting others to learn at school.

Suspensions

In Missouri, a principal may suspend a student for up to ten school days. A superintendent may suspend a student for up to 180 school days. Procedures for suspending a student are outlined below:

1. Before suspending a student, a principal or superintendent must (a) tell the student, either orally or in writing, what misconduct they are accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension; and (c) give the student an opportunity to present their version of the incident.
2. If the principal or superintendent concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply. If the student has a disability as defined in the Individuals with Disabilities Education Act (IDEA) as amended or Section 504 of the Rehabilitation Act additional procedural safeguards described in the policy dealing with the discipline of students with disabilities apply.
3. The principal or superintendent should determine whether the student should be suspended or whether less drastic alternative measures would be appropriate. In many cases, the principal or superintendent may decide not to suspend a student unless conferences (between the teacher, student, and principal and/or between the parent, student, and principal) have been held and have failed to change the student's behavior.
4. If a suspension of up to ten school days is deemed warranted, the principal or designee shall promptly notify the student and the student's parent/guardian, or caretaker by letter of the decision. Such notification shall include the date(s) of suspension, the reason for suspension, information on how to access or complete school during the suspension, and information on who to contact for student support and additional resources.
5. Any suspension by a principal must be reported in a timely manner to the superintendent or designee by providing a copy of the suspension letter to the superintendent. The superintendent may revoke the suspension at any time, in part or in full. If the suspension is revoked, the student's records shall be amended to eliminate the suspension.
6. A student who is serving an out-of-school suspension is prohibited from being on any District property or attending District-sponsored activities during the period of suspension unless prior authorization has been granted by the building principal or a member of the District's administrative staff.

Long-Term Suspension or Discipline Reassignment

Where warranted and authorized, a principal may recommend a long-term suspension or discipline reassignment beyond ten school days. The superintendent may suspend a student for up to 180 school days or reassign a student to another school or program as a continuation of discipline. When a long-term suspension or discipline reassignment is being considered by the superintendent or designee, the following procedural steps shall be followed:

1. Prior to a long-term suspension or discipline reassignment, the superintendent or designee shall follow steps 1(a) through 1(c) as outlined above.
2. A written report of the incident shall be sent to the superintendent or designee within three school days from the beginning of the principal's suspension.
3. Within ten school days, the superintendent or designee shall notify the suspended student, parent/guardian, or caretaker in writing of the recommendation for long-term suspension or discipline reassignment and the reasons therefore and provide for a meeting with a committee of representatives from the administration. This notification shall also include a copy of the student's rights and responsibilities. At that meeting, the student and the parent/guardian, or caretaker shall have an opportunity to present their perspective of the incident, review the principal's report and any other information concerning the suspension, and the recommendation to the superintendent concerning further possible disciplinary action.
4. ***The superintendent shall review the matter and make a determination concerning whether:***
 - o The student should be suspended for up to 180 school days; or
 - o Expulsion proceedings should be initiated; or
 - o Discipline reassignment should be considered; or
 - o Some other disciplinary approach should be pursued.
5. The superintendent will notify the student and student's parent/guardian, or caretaker by email and certified letter of the decision concerning additional disciplinary action. Such notification shall include the date(s) of suspension or reassignment, the reason for suspension or reassignment, notice of the right to appeal the outcome to the board of education, information on how to access or complete school during the suspension or reassignment, and information on who to contact for student support and additional resources.
6. If the student, parent/guardian, or caretaker continues to object to the long-term suspension and/or discipline reassignment, and the superintendent wishes to proceed with it, the student, parent/guardian, or caretaker shall have the right to appeal the superintendent's decision to the board of education.
7. If a long-term suspension is issued or a discipline reassignment is made, a conference will be held within ten school days with the student, parent/guardian, or caretaker, and appropriate district personnel to set goals during the long-term suspension or discipline reassignment to decide what progress is needed to consider early return, to identify the contact person for the district, and to discuss student support and additional resources.

Suspensions for More Than 180 School Days and Expulsions

Only the board may expel a student or suspend a student for more than 180 school days. The applicable procedures are outlined below:

1. Before recommending to the board that a student be expelled or suspended for more than 180 school days, the superintendent must follow the procedures for long-term suspension or discipline reassignment.
2. If the superintendent concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability. (In the case of a student with a disability, the procedures described in the policy dealing with the discipline of students with disabilities shall apply.)
 - a. The superintendent will recommend to the board that the student be expelled or suspended for more than 180 school days. The superintendent may also immediately suspend the student for up to 180 school days.
 - b. Upon receipt of the superintendent's recommendation, the board will follow the procedures described in the section of this policy dealing with student disciplinary hearings.
3. If the student is expelled, they may later apply to the board for readmission. Only the board can readmit

an expelled student.

Remedial/Re-Entry Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy for any "act of school violence" as defined in § 160.261.2, RSMo., and board policy JGF, a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct.

This information will be recorded on a plan and copies will be given to all parties involved in direct contact with the student. The conference shall include the appropriate school officials, including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody, or control of the student.

The board of education shall notify, in writing, the parents or guardians and all other parties of the time, place, and agenda of any such conference. This requirement applies to enrolling students transferring from another school as well, regardless of whether the "act of school violence" was committed at a public school or at a private school in Missouri, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Note: Failure of any party to attend a scheduled conference or hearing shall not preclude the district from holding the conference or hearing.

Student Discipline Records (See JGF: Discipline Reporting and Records)

The board of education directs the superintendent or designee to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the district. Such records shall be made available to all district employees with a need to know and shall be provided to any school district in which the student subsequently attempts to enroll within five business days of receiving the request, in accordance with state law. If a student is placed in another school by the CD, the records will be transferred to the new school within two business days after notification by the CD. Personally identifiable student records will only be released or destroyed in accordance with state and federal law.

Pursuant to Department of Secondary and Elementary Education (DESE) data reporting requirements, the district shall report rates and durations of, and reasons for, student suspensions of ten days or longer and expulsions.

Confidentiality

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

Ferguson-Florissant School District Internet Access Guidelines:

The internet offers many informational resources that are helpful for student projects, research, and other class assignments. Parents/Guardians/Caregivers, students, and District staff need to recognize that there are also sites on the internet, which are inappropriate for students due to student maturity, and/or site content. Such sites must be avoided by all using the District technology and quickly exit if they are encountered. The final responsibility to avoid inappropriate websites rests with the internet user.

All students in Ferguson-Florissant School District will have internet access when such access is determined appropriate by their teachers unless a parent/guardian/caregiver informs the principal in writing that they do not want the student to have internet access.

Any student who does not adhere to the following internet guidelines will have restricted network and technology access privileges through the District's network.

Students using the District's internet access will abide by the following expectations:

Ferguson-Florissant School District Technology Expectations PBIS Matrix

I will be... Safe	• I understand my school email is not guaranteed to be private and may be monitored at any time. • I will report any messages dealing with inappropriate or illegal activities to the appropriate authority. • I will refrain from intentionally obtaining copies of or modifying files, passwords, or data belonging to anyone else. • I will only visit appropriate sites and will quickly exit inappropriate content if encountered. • I understand that my network and technology access can be restricted when necessary.
I will... Persevere	• I will persevere in the ongoing care of my district-issued technology. • I will persevere when learning new technological skills or platforms. • I will persevere when faced with technological challenges.
I will be... Responsible	• I will only access authorized computers and systems. • I will use school email and other assigned accounts for school-related communications only. • I will use passwords in an authorized manner and assume responsibility for my assigned password and the accounts associated with it. • I understand the content within and accessed through my school-assigned accounts belongs to me. • I will use copyrighted materials (programs, books, articles, and data) appropriately. • I will refrain from sending personal messages using my school email, including those containing advertising for profit or political office.
I will be... Cooperative	• I will adhere to existing federal and state laws regarding electronic communication. • I will make my device available for District staff to complete service and updates. • I will follow instructions from District staff regarding changes to my device, including returning when expected.
I will be... Kind	• I will refrain from sharing the personal material of others without prior consent. • I will refrain from harassing other users. • I will refrain from using language that is abusive, profane, or offensive.

Additionally, the school is not responsible for the loss, theft, or damage of cell phones or other

personal electronic devices.

School Attendance

The Board of Education believes daily attendance is the initial step in achieving academic success. Education is a total process based on continual communication and shared responsibilities among parents/guardians/caregivers, students, teachers, and the school. The Board of Education recognizes a parent/guardian/caregiver has both a legal and moral responsibility to require and promote regular school attendance. Furthermore, the Board of Education believes that, as students mature and progress through the educational system, they should assume primary responsibility for regular and prompt school attendance. The professional staff recognizes a successful school experience is directly related to a sound pattern of attendance. Therefore, each teacher and administrator will expect regular and prompt daily attendance.

While the Board of Education seeks to provide educational services beyond the mere minimum requirements of the law, the law requires all children within the compulsory attendance age to attend regularly at a public, private, parochial, parish, home school, or a combination of such schools for the duration of the entire school term. The compulsory attendance age is between 7 and 17 years of age or, if under 17 until the student successfully completes 16 credits toward high school graduation. FFSD considers students with 10% or more absences to be considered chronically absent, regardless of reason. Students with chronic absences will receive additional supports. [*The problem. Attendance Works.* (nod). Retrieved May 4, 2023, from <https://www.attendanceworks.org/chronic-absence/the-problem/>]

Per the Missouri Compulsory Attendance Law, Section 167.031 RSMo, any parent, guardian or other person having custody or control of a child between the ages of seven (7) and the compulsory attendance age for the district, must ensure that the child is enrolled in and regularly attends public, private, parochial, home school or a combination of schools for the full term of the school year.” A parent, guardian or custodian of a child or children who do not regularly attend school may be reported to the Department of Social Services, Children’s Division, or to the county prosecutor’s office. A violation of the compulsory attendance law is a class C misdemeanor. Section 167.061 RSMo.

1. School Attendance Responsibilities

Each school will monitor and keep accurate records of student daily attendance as required by law.

The building principal is responsible for supplying information to the parent/guardian/caregiver about student absences and for submitting accurate attendance information to District officials.

Students are required to be in class on time. The student is responsible for being present and ready to learn when the class is scheduled to begin.

Approximately every six weeks, the parents/guardians/caregivers shall be notified of their child’s attendance. Additionally, parents/guardians/caregivers shall be notified of excessive absences or excessive tardiness through conferences, telephone calls, e-mails, letters, notices, or progress reports. School officials shall address such issues through the following: student-teacher conferences, parent/guardian/caregiver conferences, support personnel assistance (school nurse, counselor, social worker, administrator, and care team), Family Court referrals, and/or hotline calls to the Children’s Division of the Missouri Department of Social Services (for students under age 16).

2. Teacher Responsibilities

Each teacher shall be responsible for taking and recording accurate attendance. Attendance is to be recorded by teachers in the District's student information system.

Each teacher shall be responsible for monitoring attendance and notifying the parent/guardian/caregiver when a student's course grade or credit is being adversely affected by excessive absences/tardiest.

Each teacher shall implement classroom attendance procedures that are consistent with this policy as well as building attendance procedures.

To the extent possible, students will be allowed to make up missed work. However, it may not be possible to recreate instruction or to make up many activities that occur during actual class time (discussions, formative assessments, videos, lab work, music rehearsals, and physical exercise). This may limit the ability of students to remain current in their coursework and may affect their overall progress.

Teachers will determine the best course of action to help a child make up the learning that was missed. When a student has a disability under Section 504 of the Rehabilitation Act and/or the individuals with Disabilities Education Act and absences impact progress in the curriculum, members of the child's IEP/504 team collaboratively will determine what accommodations and/or services are necessary to address the lack of access to the curriculum.

3. Parent/Guardian/Caregiver Responsibilities

Missouri law places the responsibility on parents/guardians/caregivers to ensure their children attend school.

4. Enrollment Status of Absent Students

Students whose parent/guardian/caregiver informs the school that the student will not be returning to school shall be dropped from daily attendance rosters. The same is true of students who are absent for fifteen (15) days or more, and school officials have inquired of the parent/guardian/caregiver as to the student's status but cannot determine whether the student will return to school.

5. Communication to Parents/Guardians/Caregivers

Each new student and their parents/guardians/caregivers, upon initial entry into the Ferguson-Florissant School District, shall receive a copy of this policy. Otherwise, the policy will be published annually on the District's website and made available to each family upon request. Building attendance procedures, which must be consistent with this policy, will be communicated to students and parents/guardians/caregivers annually.

6. Implementation

The District has developed building attendance management procedures for student attendance. Attendance management is the responsibility of the building principal. There shall be no appeal beyond the principal.

Truancy

Students who are absent from school without the knowledge and consent of a parent/guardian/caregiver and the school administration. A student may be subject to disciplinary action, in accordance with Policy JG-R1.

FFSD Directory Information

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Statute 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians/caregivers certain rights with respect to their child's educational records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Schools may but are not required to disclose educational records to parents/guardians/caregivers of eligible students who are listed as dependents on a parent's/guardian's/caregiver's federal income tax return.

Parents/Guardians/Caregivers or eligible students may inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians/caregivers or eligible students to review the records. Schools may charge a fee for copies.

If a parent/guardian/caregiver or eligible student believes an education record related to the student contains information that is inaccurate, misleading, or in violation of the student's privacy, the parent/guardian/caregiver or eligible student may use the appeals procedures created by the Superintendent or designee to request that the District amend the record.

Generally, schools must have written permission from the parent/guardian/caregiver or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records without consent, to the following parties or under the following conditions (34 CFR Statute 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies, and
- State and local authorities, with a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, grade level, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees, honors and awards received, the most recent educational agency or institution attended, and photographs. However, schools must tell parents/guardians/caregivers and eligible students about directory information and allow parents/guardians/caregivers and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Additionally, the District will disclose the names, addresses, and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law unless the parent/guardian/caregiver or eligible student notifies the District in writing not to disclose the information to those entities.

Parents/Guardians/Caregivers or eligible students, who do not want directory information released, must notify the school counselor in writing within 30 days after registration.

Parent/Caregiver/Guardian/ Protocol for Questions or Concerns:

The Board recognizes that situations of concern to parents/guardians/caregivers or the public may arise in the operation of the District.

The following procedures are to be followed by persons with questions or complaints regarding the operation of the school district:

1. Concerns on behalf of individual students first should be addressed to the teacher or appropriate staff member.
2. Unresolved matters from (1) above, or problems and questions concerning individual schools, should be directed to the assistant principal/principal of the school.

3. Unresolved matters from (2) above, or problems and questions concerning the school district, should be directed to the respective District level administrators then, if necessary, to the Superintendent.
4. If the matter cannot be resolved satisfactorily by the Superintendent, it should be brought to the Board of Education in writing. If necessary, a Board of Education hearing will be scheduled to resolve the complaint. The decision of the Board of Education shall be final except in the case of complaints concerning the administration of federal programs. In that case, the complainant may go to the appropriate section of the Missouri Department of Elementary and Secondary Education and from there to the United States Secretary of Education.

The Board of Education considers it the responsibility of all District staff to field the questions of parents/guardians/caregivers or the public and shall refer individuals with complaints to the proper staff member as outlined above.

Note: The list of behaviors is not intended to be all-inclusive, and that no student expectation code is exhaustive. The purpose of the code is to list certain behaviors which, if committed by a student, will result in the imposition of a range of disciplinary action. Any conduct not included herein or any aggravated circumstance of any infraction or combination of infractions may result in disciplinary consequences that extend beyond this expectation code as determined by the principal, Superintendent/designee and/or the Board.

The following is a list of District infractions that are a clear violation of District policy. This list is not all inclusive, and the final decision regarding unacceptable behavior will be at the discretion of school Administrators.

Level Behaviors, Interventions and Responses

Kindergarten - Grade 2

Level One Behaviors

Definition

1. Behavior that is disruptive to the immediate space and/or a few others in the area.
2. Behavior which does not follow reasonable requests.
3. Behavior that is generally managed with a brief intervention by an adult present in that setting.

Level 1 Behaviors

The behaviors listed below are examples of Level 1 infractions and are not intended to be an exhaustive list.

- Name-calling, insults, or provoking others
- Tardiness
- Dress code violations
- Being in an unauthorized area
- Cheating or plagiarism
- Failure to remain seated on the bus
- Failure to follow directions
- Minor classroom disruptions
- Horseplay

Teacher / Support Staff Responses

- Review and re-teach classroom expectations and behavioral norms
- Non-verbal redirection
- Verbal redirection or correction
- Time-out or structured break
- Seat change
- Classroom-based interventions (e.g., behavior contract, daily progress monitoring sheet)
- Loss of privileges or limitations on unstructured time
- Parent/guardian contact
- Restorative conversations that incorporate student voice and encourage reflection, accountability, and positive problem-solving, as well as a restorative conference with affected parties, when appropriate.

Level Two Behaviors

Definition

1. Behavior that disrupts the classroom or school environment and interferes with teaching and learning.
2. Inappropriate, disrespectful, or disorderly behavior directed toward another student, staff member, volunteer, or visitor.
3. Repeated (three or more occurrences) or significant instances of Level 1 behaviors.
4. Behavior that requires intervention by the supervising adult and may involve additional

support from administrators, counselors, or other school personnel.

5. Physical interactions, including pushing, shoving, or other conduct that causes discomfort, restricts movement, or has the potential to cause harm to another person.

Level 2 Behaviors

The behaviors listed below are examples of Level 2 infractions and are not intended to be an exhaustive list.

- Significant classroom disruption that interferes with teaching and learning
- Being in a hallway, classroom, or other area without permission
- Minor property damage or vandalism
- Frequent or repeated tardiness
- Inappropriate use of social media or electronic communication that disrupts the school environment
- Chronic violations of District or school personal device policies
- Repeated failure to follow staff directions
- Disruptive behavior on a school bus
- Physical horseplay, pushing, or shoving
- Repeated dress code violations

Administrative Responses

- Administrator notification by teacher or staff member
- Parent/guardian contact
- Repeated behavior may result in the development of an intervention plan
- Loss of privileges or limitations on unstructured time
- Time-out or structured break
- Restorative conversations that incorporate student voice and encourage reflection, accountability, and positive problem-solving, as well as a restorative conference with affected parties, when appropriate.

Level Three Behaviors

Definition

1. Behaviors targeted at or targeting others.
2. Behaviors interfering with safety equipment and/or the safety of others.
3. Repeated or significant incident(s) of Level Two infractions.
4. Behavior that often involves other school-based supporting staff and aims to engage the student's support system to ensure successful learning and consistency of interventions.

Level 3 Behaviors

The behaviors listed below are examples of Level 3 infractions and are not intended to be an exhaustive list.

- Threats, intimidation, or conduct intended to cause fear or distress
- Physical contact with a staff member or other adult during a student conflict that creates a safety concern
- Major classroom disruption that significantly interferes with teaching and learning
- Theft of another student's personal property
- Extending hands, arms, head, or other body parts outside a school bus window
- Chronic or willful violations of District or school personal device policies despite prior interventions
- Repeated refusal to comply with staff directives
- Leaving a supervised area without permission, creating a safety concern
- Misuse of safety equipment or emergency procedures

Administrative Responses

- Administrator conference with the student and parent/guardian/caregiver
- Loss of privileges, including lunch, recess, extracurricular activities, or other school-based privileges, as appropriate
- Time-out in a Restoration Room or with designated support staff
- Development or revision of a behavior intervention plan, when appropriate
- Referral to counseling, social work, or other student support services
- Any intervention or response identified within previous levels, as appropriate to the circumstances
- Restorative conversations that incorporate student voice and encourage reflection, accountability, and positive problem-solving, as well as a restorative conference with affected parties, when appropriate.

Level Four Behaviors

Definition

1. Repeated or significant incident(s) of Level Three infractions.
2. Behaviors that involve safety issues.
3. Behaviors that involve
 - a) safety, security, or the well-being of students/staff
 - b) multiple or repeated Level Three infractions
 - c) other significant or more serious behavior as determined by the Administration. Behaviors that often involve other supporting staff, both school-based and within the broader community, and involve the removal of a student from the classroom/school environment to provide an opportunity for implementing stronger interventions.

Level Four Behavior Examples

The behaviors listed below are examples of Level 4 infractions and are not intended to be an exhaustive list.

- Repeated harassment over social media
- Possession of drug paraphernalia
- Theft or vandalism over \$500 (major)
- Using hate speech
- Fighting where students do stop after a verbal command
- Physical aggression not causing injury and/or medical care, toward an adult or student

Administrative Responses

- Time-out in the Restoration Room or with designated support staff
- Assignment to the Restoration Room for up to three (3) school days
- Suspension of up to three (3) school days for Level 4 behaviors
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level Five Behavior

Definition

1. Behaviors identified as expellable offenses.
2. Behaviors that involve the removal of a student from the school environment due to the severity of the behavior. These may include placement in an alternative setting that provides additional structure to address the behavior.
3. Behaviors that require interventions focused on maintaining the safety of the school community and stopping conduct that is harmful to the student or others.

Level Five Offenses

The behaviors listed below are examples of Level 5 infractions and are not intended to be an exhaustive list.

- Weapon or look-alike weapon possession or use that creates a safety issue
- Intentional infliction of severe bodily harm causing grave risk of death or serious physical injury
- Sexual assault
- Arson
- Bomb threats
- Drug or alcohol use, being under the influence, sale, or intent to sell
- Fighting where students do not stop after verbal commands
- Physical aggression causing injury and/or requiring medical care, directed toward an adult or student

Administrative Responses

- Assignment to the Restoration Room or an alternative educational setting for three (3) to five (5) school days
- Principal suspension of one (1) to three (3) school days, when appropriate
- Suspension of four (4) to ten (10) school days with District-level Administration approval, when appropriate
- Recommendation for a Superintendent's hearing for violations requiring consideration under the Safe Schools Act or other applicable Board policies and regulations

Level Behaviors, Interventions and Responses

3rd – 5th Grades

Level One Behaviors

Definition

1. Behavior that is disruptive to the immediate space and/or a few others in the area.
2. Behavior that does not follow reasonable requests.
3. Behavior that is generally managed with a brief intervention by an adult present in the setting.

Level 1 Behavior Examples

The behaviors listed below are examples of Level 1 infractions and are not intended to be an exhaustive list.

- Name-calling, insults, provoking, or the use of inappropriate or profane language
- Tardiness
- Dress code violations
- Being in an unauthorized area
- Cheating or plagiarism
- Failure to remain seated on the school bus
- Failure to follow directions
- Minor classroom disruptions
- Horseplay

Teacher / Support Staff Responses

- Review and re-teach classroom expectations and behavioral norms, including reminders of potential consequences
- Non-verbal redirection
- Verbal redirection or correction
- Seat change
- Classroom-based interventions (e.g., daily progress monitoring sheet)
- Loss of privileges or limitations on unstructured time
- Restorative conversations that incorporate student voice, encourage reflection, accountability, and positive problem-solving, and, when appropriate, restorative conferences with affected parties

Level Two Behaviors

Definition

1. Behavior that is disruptive to the classroom and interferes with the learning of others.
2. Disordered behavior toward another student, staff member, volunteer, etc.
3. Repeated or significant incidents of Level One infractions.
4. Behavior that is generally managed with a brief intervention by the adult present in the setting, and may include additional brief contact with supporting staff.

Level 2 Behavior Examples

The behaviors listed below are examples of Level 2 infractions and are not intended to be an exhaustive list.

- Significant classroom disruption that interferes with teaching and learning
- Being in a hallway, classroom, or other area without permission
- Minor property damage
- Frequent or repeated tardiness
- Inappropriate use of social media or electronic communication that disrupts the school environment
- Violations of District or school personal device policies

Administrative Responses

- Parent/guardian contact by a staff member or administrator
- Student conference with an administrator
- Development of a Care Team Plan for repeated or persistent behaviors
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level Three Behaviors

Definition

1. Behaviors targeted at or directed toward others.
2. Behaviors that interfere with safety equipment and/or compromise the safety of others.
3. Repeated or significant incidents of Level Two infractions.
4. Behavior that often involves additional school-based support staff and is designed to engage the student's support system to promote successful learning and consistent intervention.

Level 3 Behavior Examples

The behaviors listed below are examples of Level 3 infractions and are not intended to be an exhaustive list.

- Threats, intimidation, or conduct intended to cause fear or distress
- Major classroom disruption that significantly interferes with teaching and learning
- Theft of another student's personal property
- Extending hands, arms, head, or other body parts outside a school bus window
- Chronic or willful violations of District or school personal device policies despite prior interventions

Administrative Responses

- Administrator conference with the student and parent/guardian/caregiver
- Lunch detention, when appropriate
- Assigned seat on the school bus, when appropriate
- Assignment to the Restoration Room for up to one (1) to three (3) school days
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level Four Behaviors

Definition

1. Repeated or significant incident(s) of Level Three infractions.
2. Behaviors that involve safety issues.
3. Physical contact with a staff member or other adult during a student conflict that creates a safety concern
 - a. Behaviors that involve:
 - i. Safety, security, or the well-being of students/staff
 - ii. Multiple or repeated Level Three infractions
 - iii. Other significant or more serious behavior as determined by the Administration. These behaviors often involve other supporting staff—both school-based and within the broader community—and may require the removal of a student from the classroom or school environment to allow for the implementation of stronger interventions.

Level 4 Behavior Examples

The behaviors listed below are examples of Level 4 infractions and are not intended to be an exhaustive list.

- Repeated harassment through social media or other electronic communication
- Possession of drug paraphernalia
- Theft or vandalism involving property valued at more than \$750
- Use of hate speech, including slurs or language targeting a protected characteristic
- Fighting in which students fail to stop after a verbal command from school staff
- Physical aggression toward a student or adult that does not result in injury requiring medical attention
- Planned or spontaneous group fighting involving three (3) or more students

Administrative Responses

- Assignment to the Restoration Room for one (1) to three (3) school days
- Out-of-school suspension for up to three (3) to five (5) school days
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level 5 Behaviors

Definition

Level 5 behaviors are the most serious violations of the Student Expectation Code and generally involve conduct that threatens the safety and security of the school community or constitutes an expellable offense under Board policy, state law, or the Safe Schools Act. These behaviors typically require the immediate removal of a student from the school environment and may result in placement in an alternative educational setting, a recommendation for a Superintendent's hearing, or other disciplinary action authorized by Board Policy JG and Regulation JG-R1.

Level 5 Behavior Examples

The behaviors listed below are examples of Level 5 infractions and are not intended to be an exhaustive list.

- Possession or use of a weapon or look-alike weapon that creates a safety risk
- Intentional infliction of serious bodily injury or conduct creating a substantial risk of death or serious physical injury
 - Sexual assault
 - Arson
 - Bomb threats or false reports involving explosives
- Possession, use, distribution, sale, or intent to distribute drugs or alcohol, or being under the influence at school or a school-sponsored activity
- Fighting in which students continue after repeated verbal commands to stop
- Physical aggression toward a student or adult resulting in injury or requiring medical attention

Administrative Responses

- Out-of-school suspension for one (1) to ten (10) school days, consistent with Board Policy JG and Regulation JG-R1
- Recommendation for a Superintendent's hearing, when appropriate
- Referral to law enforcement, when required by law or Board policy

Level Behaviors, Interventions and Responses

6th - 8th Grades

Level One Behaviors

Definition

- Behavior that disrupts the immediate learning environment or affects a small number of students.
- Behavior that does not comply with reasonable directions or classroom expectations.
- Behavior that is generally managed through brief intervention by the supervising adult.

Level 1 Behavior Examples

The behaviors listed below are examples of Level 1 infractions and are not intended to be an exhaustive list.

- Name-calling, insults, or provoking others
- Tardiness
- Dress code violations
- Being in an unauthorized area
- Cheating or plagiarism
- Failure to remain seated on the school bus
- Failure to follow directions
- Minor classroom disruptions
- Horseplay

Teacher / Support Staff Responses

- Review and re-teach classroom expectations and behavioral norms
- Non-verbal redirection
- Verbal redirection or correction
- Seat change
- Classroom-based interventions (e.g., daily progress monitoring sheet)
- Loss of classroom privileges or limitations on unstructured time
- Restorative conversations that encourage reflection, accountability, and positive problem-solving
- Parent/guardian contact, when appropriate

Level Two Behaviors

- Behavior that disrupts the classroom and interferes with teaching and learning.
- Inappropriate or disorderly behavior directed toward another student, staff member, volunteer, or visitor.
- Repeated or significant instances of Level 1 behaviors.
- Behavior that typically requires intervention by an administrator and may involve additional support from school personnel.

Level 2 Behavior Examples

The behaviors listed below are examples of Level 2 infractions and are not intended to be an exhaustive list.

- Significant classroom disruption that interferes with teaching and learning
- Being in a hallway or other area without permission
- Minor property damage
- Frequent or repeated tardiness
- Inappropriate use of social media or electronic communication that disrupts the school environment
- Chronic violations of District or school personal device policies

Administrative Responses

- Student conference with an administrator and parent/guardian contact
- Lunch detention or after-school detention, when appropriate
- Assignment to the Restoration Room for up to one (1) school day
- Development of an intervention plan for repeated or persistent behaviors
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level Three Behaviors

Definition

1. Behaviors targeted at or targeting others.
2. Behaviors interfering with safety equipment and/or the safety of others.
3. Repeated or significant incident(s) of Level Two infractions.
4. Behavior that often involves other school-based supporting staff and aims to engage the student's support system to ensure successful learning and consistency of interventions.

Level 3 Behavior Examples

The behaviors listed below are examples of Level 3 infractions and are not intended to be an exhaustive list.

- Threats, intimidation, or conduct intended to cause fear or distress
- Major classroom disruption that significantly interferes with teaching and learning
- Theft of another student's personal property
- Extending hands, arms, head, or other body parts outside a school bus window
- Repeated or willful violations of District or school personal device policies despite prior interventions

Administrative Responses

- Loss of extracurricular privileges for up to one (1) school day, when appropriate
- After-school detention for one (1) to two (2) days, when appropriate
- Loss of transportation privileges for up to one (1) school day, when appropriate
- Assignment to the Restoration Room or an alternative educational setting for one (1) to three (3) school days
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level Four Behaviors

Definition

Repeated or significant incident(s) of Level Three infractions.

1. Behaviors that involve safety issues.
2. Behaviors that involve:
 - a) Safety, security, or the well-being of students/staff
 - b) Multiple or repeated Level Three infractions
 - c) Other significant or more serious behavior as determined by the Administration

These behaviors often involve additional supporting staff—both school-based and within the broader community—and may require the removal of a student from the classroom or school environment to allow for the implementation of stronger interventions.

Level 4 Behavior Examples

The behaviors listed below are examples of Level 4 infractions and are not intended to be an exhaustive list.

- Repeated harassment through social media or other electronic communication
- Possession of drug paraphernalia
- Theft or vandalism involving property valued at more than \$750
- Physical contact with a staff member or other adult during a student conflict that creates a safety concern
- Fighting in which students cease fighting after a verbal command from school staff
- Physical aggression toward a student or adult that does not result in injury requiring medical attention

Administrative Responses

6th Grade Consequences: ● Loss of transportation privileges for 1–3 days ● Loss of extracurricular activity for 2–3 days ● 3–5 days in the Restoration Room ● 4–6 days of Out-of-School Suspension (OSS)	7th–8th Grade Consequences: ● Loss of transportation privileges for 1–3 days ● Loss of extracurricular activity for 2–3 days ● 3–5 days in the Restoration Room ● 6–8 days of Out-of-School Suspension (OSS)
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Level Five Behaviors

Definition

1. Behaviors identified as expellable offenses.
2. Behaviors that involve the removal of a student from the school environment due to the severity of the behavior. These may involve placement in an alternative environment that provides additional structure to address the behavior.
3. Behaviors that necessitate interventions focused on maintaining the safety of the school community and ending behavior that is harmful to the student or others.

Level 5 Behavior Examples

The behaviors listed below are examples of Level 5 infractions and are not intended to be an exhaustive list.

- Weapons or look-alike weapon possession or use that creates a safety issue
- Intentional infliction of severe bodily harm
- Bomb threats
- Fighting where students do not stop after verbal commands
- Physical aggression causing injury and/or requiring medical care, toward an adult or student

Administrative Responses

6th Grade Consequences: ● 7–10 days of Out-of-School Suspension (OSS) ● Recommendation for Superintendent hearing (11–180 days OSS, etc.)	7th–8th Grade Consequences: ● 8–10 days of Out-of-School Suspension (OSS) ● Recommendation for Superintendent hearing (11–180 days OSS, etc.)
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Level Behaviors, Interventions and Responses

9th - 12th Grades

Level One Behaviors

Definition

1. Behavior that is disruptive to the immediate space and/or a few others in the area.
2. Behavior which does not follow reasonable requests.
3. Behavior that is generally managed with a brief intervention by an adult present in that setting.

Level 1 Behavior Examples

The behaviors listed below are examples of Level 1 infractions and are not intended to be an exhaustive list.

- Name-calling, insults, or provoking others
- Tardiness
- Dress code violations
- Being in an unauthorized area
- Cheating or plagiarism
- Failure to remain seated on the school bus
- Failure to follow directions
- Minor classroom disruptions
- Horseplay

Teacher / Support Staff Responses

- Review and re-teach classroom expectations and behavioral norms, including reminders of potential consequences
- Seat change
- Student conference
- Parent/guardian notification or contact
- Documented written warning
- Teacher-assigned lunch detention or after-school detention for repeated behaviors, consistent with school procedures
- Restorative conversations that encourage reflection, accountability, and positive problem-solving

Level Two Behaviors

Definition

1. Behavior that is disruptive to the classroom and interferes with the learning of others.
2. Disordered behavior toward another student, staff member, volunteer, etc.
3. Repeated or significant incident(s) of Level One infractions.
4. Behavior that is generally managed with a brief intervention by an adult present in the setting and may include additional brief contact with other supporting staff.

Level Two Behavior Examples

The behaviors listed below are examples of Level 2 infractions and are not intended to be an exhaustive list.

- Significant classroom disruption that disrupts learning
- In hallway or other area without permission
- Minor property damage
- Frequent tardiness
- Inappropriate social network content

Administrative Responses

- Conference with the student, administrator, and parent/guardian, as appropriate
- Lunch detention or after-school detention
- Loss of extracurricular privileges for up to one (1) school day
- Loss of transportation privileges for up to one (1) school day, when appropriate
- Assignment to the Restoration Room for up to one (1) school day
- Development of an intervention plan for repeated or persistent behaviors
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level Three Behaviors

Definition

1. Behaviors targeted at or directed toward others.
2. Behaviors that interfere with safety equipment and/or compromise the safety of others.
3. Repeated or significant incident(s) of Level Two infractions.
4. Behavior that often involves other school-based supporting staff and is intended to engage the student's support system to ensure successful learning and consistent interventions.

Level 3 Behavior Examples

The behaviors listed below are examples of Level 3 infractions and are not intended to be an exhaustive list.

- Threats, intimidation, or conduct intended to cause fear or distress
- Physical contact with a staff member or other adult during a student conflict that creates a safety concern
- Major classroom disruption that significantly interferes with teaching and learning
- Theft of another student's personal property
- Extending hands, arms, head, or other body parts outside a school bus window
- Repeated or willful violations of District or school personal device policies despite prior interventions

Administrative Responses

- After-school detention for two (2) to three (3) days
- Loss of transportation privileges for one (1) to three (3) school days, when appropriate
- Assignment to the Restoration Room for two (2) to four (4) school days

- Out-of-school suspension for one (1) to three (3) school days

Level Four Behaviors

Definition

Repeated or significant incident(s) of Level Three infractions.

1. Behaviors that involve safety issues.
2. Behaviors that involve:
 - a) Safety, security, or the well-being of students/staff
 - b) Multiple or repeated Level Three infractions
 - c) Other significant or more serious behavior as determined by the Administration

These behaviors often involve other supporting staff—both school-based and within the broader community—and may result in the removal of a student from the classroom or school environment to provide an opportunity for implementing stronger interventions.

Level Four Behavior Examples

- Repeated harassment over social media
- Possession of drug paraphernalia
- Theft or vandalism over \$750 (major)
- Using hate speech
- Fighting where students do stop after verbal command
- Physical aggression not causing injury and/or requiring medical care, toward an adult or student.

Administrative Responses

- Loss of transportation privileges for up to five (5) school days, when appropriate
- Assignment to the Restoration Room for three (3) to five (5) school days
- Out-of-school suspension for four (4) to ten (10) school days, when appropriate and consistent with Board Policy JG and Regulation JG-R1
- Any intervention or response identified within previous levels, as appropriate to the circumstances

Level Five Behaviors

Definition

1. Behaviors identified as expellable offenses.
2. Behaviors that involve the removal of a student from the school environment due to the severity of the behavior. These may involve placement in an alternative environment that provides additional structure to address the behavior.
3. Behaviors that necessitate interventions focused on maintaining the safety of the school community and ending behavior that is harmful to the student or others.

Level 5 Behavior Examples

- Weapons or look-alike weapon possession or use that creates a safety issue
- Sexual assault
- Arson

- Bomb threats
- Drug or alcohol use, being under the influence, sale, or intent to sell
- Fighting where students do not stop after verbal commands
- Physical aggression causing injury and/or requiring medical care, toward an adult or student

Administrative Responses

- Out-of-school suspension for up to ten (10) school days, when appropriate and consistent with Board Policy JG and Regulation JG-R1
- Recommendation for a Superintendent's hearing, when appropriate, for disciplinary action authorized under Board Policy JG, Regulation JG-R1, applicable state law, or the Safe Schools Act

INFRACTIONS/OFFENSES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ACADEMIC DISHONESTY					
Cheating Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices not authorized by the instructor during an academic exercise, or communication with another person during such an exercise. Examples of cheating include, but are not limited to: • Copying from another student's paper or receiving unauthorized assistance during an academic exercise or in the submission of academic material • Using a calculator when its use has been disallowed • Collaborating with another student or students during an academic exercise without the instructor's consent Plagiarism Plagiarism is the use of another person's distinctive ideas or words without proper acknowledgment. Incorporating someone else's work into one's own requires appropriate citation, regardless of how the material is obtained. The following are considered forms of plagiarism when the source is not noted: • Word-for-word copying of another person's ideas or words • The mosaic (interspersing one's own words while essentially copying another's work) • Paraphrasing another's work while retaining their fundamental idea or theory • Fabrication of references (inventing or counterfeiting sources) • Submitting another person's work as one's own • Using artificial intelligence to generate content without citation or the express consent of the teacher.	•	•	Not available as an option	Not available as an option	Not available as an option
ALCOHOL					
Consuming, being under the influence of, possessing, or distributing alcohol.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ARSON					
Willfully and deliberately starting or attempting to start fires.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
BULLYING					
Bullying is intimidation, unwarranted aggressive behavior, or harassment that is repetitive or substantially likely to be repeated and causes a reasonable student to fear for their physical safety or property, substantially interferes with their educational performance, opportunities, or benefits, or substantially disrupts the orderly operation of the school. Bullying may include physical, verbal, social, relational, emotional, or electronic acts, including gestures, written or electronic communications, cyberbullying, exclusion, intimidation, coercion, manipulation, or threats of retaliation against a person for reporting bullying or participating in a bullying investigation.	Not available as an option	Not available as an option	•	•	•
BUS BEHAVIORS					
Any behavior that interferes with the safe operation of the bus, thus putting the lives of the driver, students, pedestrians, and other drivers at risk. This includes but is not limited to: *yelling, moving seats, throwing objects out the window, opening the emergency exit, having ANY body part outside the bus window, moving about the bus or while the bus is moving.	•	•	•	•	•

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Policy EEA: STUDENT TRANSPORTATION SERVICES District vehicles transporting students are considered extensions of the school environment. Any student whose behavior on district transportation is deemed improper or compromises the safety of others may be suspended from transportation services and will be subject to disciplinary action in accordance with district policy. Uniform rules of conduct and the District Student Discipline Code will be strictly enforced.					

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
CONTROLLED SUBSTANCES					
Refers to prescription medication - not illegal drugs such as marijuana - includes possession or use of own or someone else's prescription medication such as Ritalin (or other stimulants), OxyContin (or other pain medications), or other medications such as antidepressants, tranquilizers, or barbiturates. Policy JFCH: STUDENT ALCOHOL AND DRUG USE The district acknowledges its responsibility for the health, welfare, and safety of all students. As part of this commitment, the district will: • Inform all parents/guardians and students annually about the district's policy on drug and alcohol use • Provide age-appropriate, developmentally based drug and alcohol education and prevention programs for all students • Conduct a biennial review of its education and prevention programs to: ◦ Evaluate their effectiveness ◦ Implement necessary changes ◦ Ensure consistent enforcement of disciplinary sanctions Definitions Controlled Substances – Substances listed in Schedules I, II, III, IV, and V of the federal <i>Controlled Substances Act</i>, 21 U.S.C. § 812. For the purposes of this policy, a controlled substance also includes any: • Controlled substance, counterfeit substance, or imitation controlled substance as defined in § 195.010, RSMo. • Chemical substances structurally similar to, and treated as, controlled substances under state law.					
Using, possessing, being under the influence of controlled substances	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
Distributing or selling, including intent to sell controlled substances	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
DAMAGE TO SCHOOL PROPERTY					
Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner.					
Minor Damage	•	•	Not available as an option	Not available as an option	Not available as an option

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
A person commits the offense of property damage in the first degree if any of the following conditions apply: 1. Knowingly damages the property of another to an extent exceeding \$750; 2. Damages property exceeding \$750 in value for the purpose of defrauding an insurer; 3. Knowingly damages a motor vehicle of another, and the damage occurs: - o While making entry into the vehicle for the purpose of committing theft, or - o While committing the crime of stealing within the vehicle These offenses are classified under Missouri Revised Statutes, Section 569.100, and are considered serious violations that may result in criminal charges, disciplinary action, or both.	Not available as an option	Not available as an option	•	•	•
INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
DISRUPTIVE BEHAVIORS					
Anything that takes away from teacher directed focus of the classroom and/or interferes with the overall learning environment.	•	•	•	Not available as an option	Not available as an option
Multiple infractions that takes away from teacher directed focus of the classroom and/or interferes with the overall learning environment. (To be used for reassignment requests only)	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
DRESS CODE VIOLATION					
Wearing clothing or items inconsistent with school dress code/school uniform policy. Repeated (to do or say again) incidents can result in higher level consequences.	•	•	•	Not available as an option	Not available as an option
DRUGS, ILLEGAL					
Refers to drug use, possession, intent to sell/sales - includes inhalants, marijuana and cocaine, drug paraphernalia, and look-alike drugs and synthetics - NOT to be used for prescription-controlled substances or over the counter medication use/possession against school policy.					

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Possession of drug paraphernalia.	Not available as an option	Not available as an option	Not available as an option	•	•
Using, possessing, admission of being under the influence of drugs.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
Distributing or selling, including intent to sell.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Policy JFCH: STUDENT ALCOHOL AND DRUG USE The district acknowledges its responsibility for the health, welfare, and safety of all students. As part of this commitment, the district will: • Inform all parents/guardians and students annually about the district's policy on drug and alcohol use • Provide age-appropriate, developmentally based drug and alcohol education and prevention programs for all students • Conduct a biennial review of its education and prevention programs to: ○ Evaluate their effectiveness ○ Implement necessary changes ○ Ensure consistent enforcement of disciplinary sanctions Prohibited Substances For the purposes of this policy, a prohibited substance includes, but is not limited to: 1. Alcohol 2. Controlled substances for which the student does not have a valid prescription 3. Unauthorized inhalants 4. Counterfeit or imitation controlled substances 5. Marijuana or marijuana-infused products 6. Any other illegal drug 7. Any drug or medicine prohibited on district property by law or policy 8. Substances intended to create a false negative on a drug test					

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ELECTRONIC DEVICE					
Displaying or using a personal communication device during the school day, except when permitted under an authorized exception or for an approved educational purpose. Administration reserves the right to confiscate a personal communication device upon the first observed unauthorized display or use and require a parent or guardian to retrieve the device after school. Confiscation and parent/guardian retrieval are administrative measures and do not constitute the disciplinary consequence assigned for the violation.	•	•	•	Not available as an option	Not available as an option
ELOPING					
Leaving <u>school grounds</u> without authorization.	•	•	•	Not available as an option	Not available as an option
EXCESSIVE TARDINESS					
Repeatedly arriving after the scheduled start time for school or class, resulting in missed instructional time, as determined by the school and the District. Because excessive tardiness impacts student learning and accountability, repeated violations may result in progressive disciplinary responses, including placement at a higher behavioral level when appropriate. SEC Team Recommendation: Students who accumulate twenty (20) unexcused tardies during the school year may be assigned one (1) day in the Restorative Room. For every additional five (5) unexcused tardies thereafter, one (1) additional day of ISS may be assigned.	•	•	•	Not available as an option	Not available as an option
EXTORTION					
Obtaining money, property, or services from another person through coercion, intimidation, or through verbal, electronic, or written threats of physical or reputational harm.	Not available as an option	Not available as an option	•	•	•

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
FIGHTING Policy JG-R1: STUDENT DISCIPLINE Prohibited Conduct The following outlines descriptions of prohibited conduct along with potential consequences for violations. Building-level administrators have the authority to tailor consequences appropriately based on the age and developmental level of students, within the ranges established by this regulation. In addition to the specified consequences, school officials may: • Notify law enforcement, and • Document the violation in the student's discipline record in accordance with applicable laws and Board policy. Assault A student commits assault when engaging in any of the following actions: 1. Using physical force—such as hitting, striking, or pushing—to cause or attempt to cause physical injury 2. Placing another person in apprehension of immediate physical injury 3. Recklessly engaging in conduct that creates a grave risk of death or serious physical injury 4. Causing physical contact with another person, knowing the contact will be regarded as offensive or provocative 5. Committing any act that constitutes criminal assault in the third or fourth degree under Missouri law Fighting (<i>see also "Assault"</i>) Mutual combat in which both parties have contributed to the conflict, either verbally or through physical action. Group Fighting: Incidents involving four or more students actively participating in a fight will be referred to the Discipline Expectations Committee for review. The DEC may recommend additional disciplinary consequences based on the severity of the incident, each student's level of involvement, safety concerns, prior disciplinary history, and any other relevant factors.					
When two or more persons mutually participate in use of force or physical violence.	•	•	•	•	•
Lower level fights - only applicable for grades K-5 Fights(involving two or more people as aggressors) including pushing, shoving, or altercations that <u>STOP</u> on verbal command.	•	•	•	•	Not available as an option
Grades 6-12 Fights(involving two or more people as aggressors) including pushing, shoving, or altercations that <u>STOP</u> on verbal command.	Not available as an option	Not available as an option	Not available as an option	•	Not available as an option
Fights, including but not limited to hitting, punching, slapping, grabbing, pulling, body slamming, tripping, kicking, and pinching. These altercations <u>DO NOT STOP</u> after repeated (requesting multiple times) verbal commands by school personnel.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
HARASSMENT					
A person commits harassment if he or she: Frightens, intimidates, or causes emotional distress to another person by communicating to that person a threat. Makes another person reasonably fear receiving physical contact or harm by using coarse language that would offend an average person. Intentionally frightens, intimidates, or causes emotional distress to another person by making an anonymous telephone call or sending any type of electronic communication. Without good cause, commits any other act for the purpose of frightening, intimidating, or causing emotional distress to another person, and in doing so causes the other person to feel frightened, intimidated, or emotionally distressed (the victim's response to the act must be reasonable for a person of that age).	•	•	•	Not available as an option	Not available as an option

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
INAPPROPRIATE COMPUTER/ELECTRONIC DEVICE USAGE					
Intentional unauthorized use of computers, personal devices, or other electronic devices which is not in accordance with the District Technology Agreement, or prevents adult intervention (including but not limited to deleting evidence or digital information)	Not available as an option	•	•	•	Not available as an option
INCITING A DISTURBANCE					
Actions that prevent the beginning, continuation, or end of the school's normal operations; such as initiating a false alarm of the school's fire/security alarm, large-scale physical conflicts, video recording physical altercations or preventing adult intervention	Not available as an option	Not available as an option	•	•	•
NONCOMPLIANCE					
Refusal to comply with reasonable requests, rules, policies, or directions of an adult. Repeated incidents (to do or say again) can result in higher level consequences.	•	•	•	Not available as an option	Not available as an option
OUT OF ASSIGNED AREA					
Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission. Repeated incidents (to do or say again) can result in higher level consequences.	•	•	Not available as an option	Not available as an option	Not available as an option
PHYSICAL AGGRESSION					
Touching another individual including, but not limited to: hitting/kicking/pushing, spitting (cross-reference, Bullying)	Not available as an option	•	•	Not available as an option	Not available as an option

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Making physical contact with an adult or student in a manner which does not cause injury or causes minor injury.	Not available as an option	Not available as an option	Not available as an option	•	•
Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury. Unintentional bodily harm caused by extreme physical aggression. Medical care is required.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
PYROTECHNICS					
Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, and smoke/stink bombs	Not available as an option	Not available as an option	•	•	•
SEXUAL ASSAULT					
The term sexual assault refers to sexual contact or behavior that occurs without <u>explicit consent</u> of the victim. Some forms of sexual assault including but not limited to Attempted rape, Fondling or unwanted sexual touching, Forcing a victim to perform sexual acts (such as oral sex or penetrating the perpetrator's body), etc.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

SEXUAL HARASSMENT

Sexual Harassment refers to unwanted and unwelcome behavior, communication or gesture(s) of a sexual nature or notes about sexual acts, which continues after student is made aware that the sexual harassment is unwanted.	Not available as an option	Not available as an option	•	•	•
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INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
SEXUAL MISCONDUCT					
Sexual misconduct includes acts of a sexual nature or simulated sexual acts, including but not limited to groping, fondling, sexual intercourse, masturbation, oral sex, and manual stimulation. <u>Sexual misconduct also includes creating, possessing, displaying, requesting, transmitting, sharing, or distributing sexually explicit, nude, or otherwise inappropriate images or videos of oneself or another person through electronic devices, social media, or any other means, whether with or without consent.</u>	Not available as an option	Not available as an option	Not available as an option	•	•
SKIPPING CLASS					
Any absence from class that is not authorized by the teacher or the school personnel. Due to the safety concerns of students not being in assigned areas, repeated incidents (to do or say again) can result in higher level consequences.	•	•	•	Not available as an option	Not available as an option
THEFT					
Intentional use or taking possession of another's property without permission or rightful claim.	•	•	•	Not available as an option	Not available as an option

Levels can increase based on the value of the object and repetition of behavior	Not available as an option	Not available as an option	Not available as an option	•	•
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THREAT / INTIMIDATION

POLICY JG-R1: STUDENT DISCIPLINE

Prohibited Conduct

The following are descriptions of prohibited conduct and the potential consequences for violations. Building-level administrators are authorized to tailor consequences as appropriate for the age and developmental level of students, provided they remain within the ranges established by this regulation.

In addition to the listed consequences, school officials may:

- Notify law enforcement, and
- Document the violation in the student's discipline file in accordance with applicable laws and Board policy.

Threats or Verbal Assault

This includes verbal, written, pictorial, or symbolic language or gestures that create a reasonable fear of physical injury or property damage. This also encompasses **cyberthreats** or **electronic communications** that suggest or threaten violence against others, suicide, or self-harm.

- A student may **not threaten** or attempt to threaten anyone.
- A student may **not cause, attempt to cause**, or behave in a manner that could reasonably cause **physical injury** to another person—including through fighting.

This prohibition applies to all behavior occurring:

- On school property
- At any school-sponsored event
- While traveling to or from school
- On school-provided transportation

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Explicit or implicit speech (verbal, electronic, or written), hate speech or action with the intent of causing fear of harm or making another do something against their will.	Not available as an option	Not available as an option	•	•	•

TOBACCO					
Sale, possession, or use of a tobacco based or look alike product such as but not limited to electronic cigarettes.	•	•	•	Not available as an option	Not available as an option
TRESPASSING					
Entering or assisting any other person to enter a District facility without authorization; violating the conditions of a suspension, expulsion, or other disciplinary consequence.	Not available as an option	Not available as an option	•	•	•
TRUANCY					
Absence from school without the knowledge and consent of a parent/guardian/caregiver and the school administration.	•	•	•	Not available as an option	Not available as an option
VANDALISM / PROPERTY DAMAGE					
Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner					
Minor Damage: may only require reconditioning, and typically does not compromise the ability to utilize the object/item	•	•	Not available as an option	Not available as an option	Not available as an option
Significant Damage: Damage that causes an item to break or become unusable or requires repair in order to become usable or operable.	Not available as an option	Not available as an option	•	•	•

INFRACTIONS ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
VERBAL CONFLICT					
Mutual antagonistic use of inappropriate language between two or more parties in an aggressive and disruptive manner may typically include but is not limited to: insults, profanity					
Lower level: students STOP when prompted by school personnel	•	•	Not available as an option	Not available as an option	Not available as an option
Higher Level: students IGNORE verbal prompts to stop by school personnel and continue exacerbating and escalating the verbal altercation.	Not available as an option	Not available as an option	•	•	Not available as an option
WEAPON					
Possession or use of a look-alike or toy weapon, firearm, explosive, or ammunition for incidents in which weapon possession or intent does not create a safety issue but DOES create a disruption to the learning environment. (ex: water gun, nerf gun) SW	Not available as an option	Not available as an option	Not available as an option	•	Not available as an option
Possession or use of a look-alike or toy weapon, firearm, explosive, or ammunition for incidents in which weapon possession or intent DOES create a safety issue (ex: airsoft, BB gun)	Not available as an option	Not available as an option	Not available as an option	•	•
Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

Policy JFCJ: WEAPONS IN SCHOOL

Weapons in School Policy

The Board of Education recognizes the importance of maintaining a safe and secure educational environment for students, staff, and patrons. To ensure safety throughout the school community, the district will strictly enforce disciplinary actions regarding the possession or use of weapons on school property.

General Prohibition

No student may possess a weapon on school property at any time, **except** as specifically authorized during a **school-sponsored or school-sanctioned activity** that permits weapons. When necessary, the school district will provide **secured storage** for student firearms in accordance with applicable law and policy.

Definition of School Property

School property includes, but is not limited to:

- Facilities and grounds owned, rented, leased, or controlled by the district
- School playgrounds and parking lots
- School buses or transportation provided by the district
- Any location where a school activity takes place under district supervision

Definition of a Weapon

For the purposes of this policy, a **weapon** is defined as one or more of the following:

1. A **firearm** as defined in *18 U.S.C. § 921*
2. Any of the following items as defined in **§ 571.010, RSMo**:
 - Blackjack
 - Concealable firearm
 - Firearm silencer
 - Explosive weapon
 - Gas gun
 - Knife
 - Knuckles
 - Machine gun
 - Projectile weapon
 - Rifle
 - Shotgun
 - Spring gun
 - Switchblade knife
3. A **dangerous weapon** as defined in *18 U.S.C. § 930(g)(2)*
4. Any **knife or other instrument/device** used or designed to be used to threaten or assault—whether for attack or defense
5. Any **object designed to imitate or resemble** one of the weapons listed above (1–4)

Acknowledgments

Thank you to all of the FFSD SEC members for their time and effort to support FFSD students, staff, and the community through the revision of our FFSD Student Expectations Code

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