



Student Expectation Code
2022-2023
School Year

8855 Dunn Road
Hazelwood, MO 63042
(314) 687-1910

Greetings Ferguson-Florissant School District Families,

I am pleased to present the 2022–2023 Ferguson-Florissant School District (FFSD) Student Expectation Code (SEC). The purpose of the Student Expectation Code is to promote fairness and equity through clear, appropriate, and consistent expectations and consequences in addressing students' inappropriate choices and to ensure that students learn from their mistakes and repair harm when their behavior impacts others. In addition, this SEC is responsive to legal requirements and expectations regarding student discipline at both the state and federal levels.

Each year a District team works collaboratively to improve the SEC. Our aim is to create the right balance between maintaining safe, orderly learning environments and our commitment to providing equitable age-appropriate disciplinary responses that support personal growth and align with our belief 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.

Our work continues to be informed by a growing body of educational research indicating that the use of exclusionary practices such as In-School Suspension (ISS) or Out of School Suspension (OSS), except as a last resort, has little or no positive impact on improving student behavior, school safety, or academic outcomes. In addition, we know that when students lose valuable instructional time, it's even more difficult to be successful. Therefore, this year, building upon FFSD's commitment to equity, we are continuing our work to embed restorative practices and trauma-informed care as part of our schools' culture, climate, and expectations. Additional information regarding this work can be found in the FFSD Student Expectation Code.

Our work to foster safe, positive learning environments is just one step toward creating an equitable school system where educational outcomes are not predictable by any student's actual or perceived personal characteristics, such as race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. This work to continuously improve how we engage students in school and support their well-being is essential to improving academic outcomes for all students and eliminating disparities in learning. We invite each of you to join us on our journey toward removing barriers for all students to set them on a trajectory for success.

Onward together,

Dr. Joseph Davis
Superintendent

Introduction

The Ferguson-Florissant School District (FFSD) is committed to providing a safe, engaging, and supportive learning environment where all students, parents/guardians/caregivers, and all staff work collaboratively to ensure all policies are implemented and monitored equitably and consistently. FFSD policies and regulations emphasize instruction and rehabilitation rather than punishment and are designed to foster and acknowledge appropriate behavior and keep students connected to school so they can graduate college and career ready. Our schools are the safest and the most successful when everyone--students, parent/guardian/caregiver(s), and staff alike--collaborate and value each other's roles and are invested in restorative disciplinary practices.

FFSD Philosophy of Discipline

The Ferguson-Florissant School District (FFSD) Board of Education Policy 3040 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.

The Ferguson-Florissant School District believes 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 each and 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. In order 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 each and every day.

Guiding Principles

The following principles serve as the basis for creating safe and conducive learning environments that include preventive and restorative approaches to discipline that support students in developing social, behavioral, and self-management skills and conflict resolution. These principles will guide Ferguson-Florissant Schools' staff, students, families, and community in the collaborative work of ensuring positive school environments and improved student outcomes for all. It is critical that these principles be taught, discussed, understood, and embraced throughout the district as a means to ensure increased learning and growth opportunities for all students:

1. We will recognize and appreciate the marginalized groups in the schools and community. All children must be assured that they can learn in an environment free of bias and can be treated in a fair, consistent, and nondiscriminatory manner.
2. We will create safe, healthy, and supportive school environments with interventions required to improve educational outcomes for all students, especially those who have been marginalized.
3. We will improve educational outcomes for students with social-emotional and behavioral opportunities for growth by providing support at four levels of care and instruction: Promotion, Prevention, Intervention, and Advocacy.
4. We will create solutions to address the needs of our school communities through:
 - a. Leadership by school and district administrators to create supportive school environments and promote collaboration;
 - b. Professional development for school administrators, teachers, and support staff;
 - c. Collaboration with our Special School District partners to meet the diverse needs of students with individualized education plans (IEP);

d. Access to culturally appropriate resources and services by identifying, coordinating, aligning, and creating school and community services to improve the school-wide environment;

e. Academic and non-academic approaches that enable all children to learn;

f. School policies, procedures, and protocols that provide a foundation for the District and schools to implement and support this work; and

g. Collaboration with students and families where students, parents/guardians/caregivers, and families are included in all aspects of their children's education.

Rights and Responsibilities

The Ferguson-Florissant School District is committed to safeguarding the rights given 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 those in the school community
3. Take part 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/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language
4. Be provided with school rules, and when necessary, receive an explanation of those rules from school personnel
5. Communicate their version of the relevant event(s) to school personnel authorized to establish a disciplinary response in connection with the application of the response

The Ferguson-Florissant School District does not discriminate based on race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. The Ferguson-Florissant School District provides equal access to the Boy Scouts and other designated youth groups as required by the Boy Scouts of America Equal Access Act. Questions related to the District's compliance should be directed to Assistant Superintendent of Human Resources or Assistant Superintendent of Student Services, 8855 Dunn Road, Hazelwood, MO 63042 or 314-687-1910.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to:	Students have the responsibility to:
<p>1. To attend school in the district of residency or in accordance with one of the legally recognized exceptions, and receive a free and appropriate public education from age 7 to 21, as provided by law*</p> <p><i>*These ages are based on Missouri compulsory attendance laws as set forth in 167.031</i></p>	<p>1. All enrolled students will attend school daily, regularly, and on time, perform assignments, strive to do the highest quality work possible, and be prepared to learn</p>
<p>2. To expect that school will be a safe, orderly, and purposeful place for all students to obtain an education and to be treated equitably</p>	<p>2. To be aware of all rules and expectations regulating student's behavior and conduct themselves following these guidelines</p>
<p>3. To be considered as an individual and treated courteously, equitably, and civilly by other students and school staff</p>	<p>3. To consider everyone in the school community and to treat others in the manner that one would want to be treated</p>
<p>4. To express one's opinions verbally or in writing</p>	<p>4. To express opinions and ideas civilly so as not to offend, slander, or restrict the right and privileges of others</p>
<p>5. To dress in such a way as to express one's personality following the dress code</p>	<p>5. To dress appropriately following the dress code so as not to endanger physical health, safety, limit participation in school activities, or be unduly distracting while expressing one's personality</p>
<p>6. To be afforded equal and appropriate educational opportunities</p>	<p>6. To be aware of available educational programs to use and develop one's capabilities to their maximum</p>
<p>7. To take part 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/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language</p>	<p>7. To work to the best of one's ability in all academic and extracurricular activities, as well as being cooperative and supportive of others</p>

<p>8. To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems</p>	<p>8. To be aware of the information and services and to seek help in dealing with personal problems when appropriate</p>
<p>9. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language by employees or students on school property or at a school-sponsored event, function or activity</p>	<p>9. To be considerate of one another and treat others equitably following the Student Expectation Code. To conduct themselves in a manner that fosters an environment free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination</p>

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. Make sure their children attend school regularly and on time and, when children are absent, let schools know why
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 tell school officials about any concerns or complaints in a timely manner
3. Get 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 problems their children may experience
4. Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences	4. Support Ferguson-Florissant Schools by being a role model for their children, talking with their children about school and expected behavior
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff	5. Read and become familiar with the policies of the Board of Education, Title I Parent Compact, and Student Expectation Code
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals	6. Give 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 but not limited to counseling, tutoring, after school programs, academic programs, and mental health services within Ferguson-Florissant Schools and the community	7. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework

<p>8. Receive information about services for students with disabilities and English language learners, when applicable, receive communication through provided translators</p>	<p>8. Teach their children how to honor and show dignity for themselves and other students regardless of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language ¹</p>
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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 the immediate supervisor
4. Receive supportive professional development and training
5. Receive the necessary resources to deliver quality instruction
6. Differentiate instruction consistent 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 use well-planned, creative, and engaging instructional plans every day
2. Maintain safe and orderly schools using prevention and intervention strategies outlined in the Student Expectation Code and/or consistent with Ci3t practices
3. Be civil and courteous to students, parents/guardians/caregivers, serving as role models for students
4. Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and apply them equitably and consistently
5. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
6. Communicate policies, expectations, and concerns, and respond to complaints or concerns from students and parents/guardians/caregivers in a timely manner and in a language they understand
7. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies, or organizations when outside support is necessary

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.

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 students who are absent for disciplinary reasons
10. Participate in opportunities that foster building morale and school pride
11. Maintain and encourage a climate of mutual consideration 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/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn
12. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee, or any person who is lawfully on school property or at a school function
13. Address personal biases that may prevent equal treatment of all students in the school or classroom setting
14. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the principal, school counselor, student support services personnel, or other staff in a timely manner
15. Principals: Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner per Board of Education Policy²

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 encourage 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 individual school needs
5. Inform the community, students, parents/guardians/caregivers, school staff, and principals about policies of the Board of Education
6. Ensure the protection of legal rights of students with disabilities

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.

7. Provide staff who are trained to meet the needs of students
8. Provide support and professional development training to principals and school staff to help them support students
9. Support principal and school staff in the fulfillment of their disciplinary responsibilities as defined by Ferguson-Florissant School District's Student Expectation Code
10. Contact and involve parents/guardians/caregivers disciplinary issues as needed

Ferguson-Florissant Schools Superintendent has the responsibility to:

1. Promote a safe, orderly, civil, and stimulating environment, free from intimidation, discrimination, and harassment, supporting active teaching and learning
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management
3. Inform the Board of Education about educational trends, including student discipline
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs
5. Work with District administrators in enforcing the Student Expectation Code and ensuring that all cases are resolved promptly and equitably
6. Address all areas of school-related safety concerns

The Board of Education has the responsibility to:

1. Collaborate with students, teachers, administrator and parent organizations, school safety personnel, other school personnel, and the community to develop a Student Expectation Code that clearly defines expectations for the conduct of students, District personnel, and other persons on school property and at school functions
2. Adopt and review at least annually the District's Student Expectation Code to evaluate the SEC's effectiveness, equity for all, and consistency of its implementation
3. Lead by example by conducting Board of Education meetings in a professional, civil, courteous manner
4. Take appropriate measures where violations of the Student Expectation Code occurs

Student Dress Code:

Student dress code should support equitable educational access and be written in a manner that does not reinforce stereotypes. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student and that student attire does not contribute to a hostile atmosphere for any students.

No student should be affected by dress code enforcement because of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, and language. Student dress code enforcement should not result in unnecessary barriers to school attendance. Teachers should be able to focus on teaching and learning without the additional and often uncomfortable burden of dress code enforcement.

Students Must Wear:

Clothing including a shirt with pants, skirt, shorts or the equivalent, with shoes

Clothing must have fabric covering all private areas and is not see-through

Clothing must cover undergarments

Clothing must be suitable for classroom activities where protective, supportive clothing is needed, such as science labs, physical education, industrial/woodworking classes, etc.

Student Allowable Dress:

Hats and other headwear must allow the face to be visible.

Hoods can be worn; however, they must allow the face to be visible.

Religious clothing/head coverings

Ripped jeans, without exposing undergarments

Any clothing that promotes special occasions, such as spirit week, etc.

Students Cannot Wear:

Clothing that promotes violent language or images

Clothing with images or language depicting/suggesting/advertising/advocating drugs, alcohol, tobacco, or any paraphernalia of that kind (including any illegal activity)

Bullet-proof vest, body armor, or any tactical gear

Clothing or accessories with images or language relating to hate speech, profanity, pornography

Clothing or accessories with images or language that create a hostile or intimidating environment targeting groups of protected classes but is not limited to race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language

Accessories that could be considered dangerous or could be used as a weapon

Any item that obscures the face or ears (except as a religious observance)

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 and/or Policy 3033.

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 Policy

3081). If possible, the 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. (Refer to Policy 3060).

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. Within ten (10) school days, the District Hearing Officer 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 final 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 final 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 3044.

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 at (314) 687-1910.

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.

Electronic devices and laser pointers, which are not part of the instructional program, are not allowed in school, with the following exceptions: Students in grades K-8 may possess but are not allowed to use cell phones or other electronic devices during the school day. These items must be kept off and out of sight. For high schools, electronic/portable communication devices may be used on school premises before school begins, during passing periods, and at lunch. Use of these devices on school premises at other times during regular school hours is prohibited, except that use of these devices in the instructional areas may be approved by the teacher on a limited basis for instructional purposes only. THE SCHOOL WILL NOT BE RESPONSIBLE FOR THE LOSS, THEFT, OR DAMAGE OF THESE ITEMS. Due to the capability of modern cell phones to record images, the Ferguson-Florissant School District has established a policy of no cell phone use, at any time, in bathrooms, locker rooms, and any other area used for dressing or changing. Preserving the privacy of all students is important to the District. Students who use devices that are prohibited, disruptive, or used inappropriately will be subject to disciplinary action.

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:

Student Speakers

See Policy 2055.

Commencement Privilege: (See Policy 3070)

Participation in the graduation ceremony is a privilege and not a right. A student must be in good standing in order to participate in graduation exercises. Students on suspension will not be permitted to participate in commencement exercises and related activities. If the suspension prevents the completion of academic work necessary for graduation, this disciplinary consequence may affect a student's graduation and/or receipt of a diploma.

Suspension: (See Policy 3045)

In Missouri, a principal may suspend a student for up to ten (10) school days. The 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) explain, either orally or in writing, the facts that form the basis of the proposed suspension if the student denies the accusation, 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 Individual 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 have been held and have failed to change the student's behavior.
4. If a suspension is imposed, the student's parent/guardian/caregiver must be notified promptly of the suspension and the reasons for the action.

5. Any principal's suspension may be revoked either in part or in full, at any time by the Superintendent or designee.
6. If a student is suspended for more than (10) school days, the following rules also apply:
 - a) The student and their parent/guardian/caregiver or others having custodial care will be informed orally and/or by letter of the suspension and that they have a right to appeal the Superintendent's decision to the Board of Education or a committee of the Board of Education appointed by the Board of Education president.
 - b) If the student gives notice that they wish to appeal the suspension to the Board of Education, the suspension shall be stayed until the Board of Education renders its decision, unless in the Superintendent's judgment, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.
 - c) All notices of appeal shall be transmitted, either by the appealing party or by the Superintendent, to the secretary of the Board of Education.
 - d) The Superintendent, when notified of an appeal, shall promptly transmit to the Board of Education a full written report of the facts relating to the suspension, the action taken by the Superintendent, and the reasons for the action.
 - e) Upon receipt of a notice of appeal, the Board of Education will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, the appealing party of the date, time, and place of the hearing and of their right to counsel; and their procedural rights to call witnesses, to present evidence, enter exhibits and cross-examine adverse witnesses. The Board of Education shall make a good-faith effort to have the parent/guardian/caregiver present at the hearing.
 - f) Prior to the Board of Education hearing, the student and the student's parent/guardian/caregiver will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parent/guardian/caregiver will be provided with copies of the documents to be introduced at the hearing by the administration.
 - g) Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

Students on Campus While Suspended:

Any student on suspension will not be permitted on any District school property at any time. If a student serving an out-of-school suspension is found on school property or at a school-sponsored activity (at home or away), the student may face additional consequences, including an additional suspension. A student on suspension for an act of school violence, any offense listed in the section titled Reporting to Law Enforcement Officials (See also Policy 3081), any act of violence or drug-related activity defined by school district policy as a serious violation of school discipline is not permitted to be within one thousand feet of any public school within the district or at the activity unless (1) the student is under the direct supervision of the student's parent/guardian/caregiver, legal guardian, or custodian and the Superintendent designee/principal has authorized the student to be on school property or any activity of the District, regardless of whether or not the activity takes place on district property; (2) the student is under the direct supervision of another adult designated by the student's

parent/guardian/caregiver, legal guardian, or custodian, in advance, in writing, to the principal of the school that suspended the student and the Superintendent designee/principal has authorized the student to be on school property or at the activity; or (3) the student resides within one thousand feet of a school within the district or place of activity. A student who violates this provision will be subject to additional discipline, up to and including further suspension and/or expulsion.

Exclusion from School for Definite Term:

Following a hearing on misconduct charges, the Board of Education may immediately return the student to school or find that expulsion would be too harsh and may order a student excluded from school for a definite period of time, such as the remainder of a semester, school year, or a full school year. After that period has passed, the student may return to school without a request for readmission.

Suspensions of More Than 180 School Days and Expulsions

Only the Board of Education 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 of Education that a student be expelled or suspended for more than 180 school days, the Superintendent must (a) tell the student, either orally or in writing, what misconduct the student is accused of committing; (b) explain either orally or in writing the facts that form the basis of the proposed suspension/expulsion if the student denies the accusation, and (c) give the student an opportunity to explain the incident from their perspective.
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 of Education that the student be expelled or suspended for more than 180 school days. The Superintendent may also suspend the student for up to 180 days if he or she believes that the student's presence would pose a continuing danger to persons or property or an ongoing threat of disrupting the academic process.
 - b) Upon receipt of the Superintendent's recommendation, the Board of Education 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 of Education for readmission. Only the Board of Education can readmit an expelled student.

(See Policy 3045 for more information)

Student Discipline Hearings

The Board of Education may request a student discipline hearing upon the recommendation of the Superintendent. In such cases, the Board of Education will review the Superintendent's report and determine whether to conduct a disciplinary hearing. In addition, student discipline hearings also will be held upon a written request of the student or the student's

parent/guardian/caregiver to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the Superintendent or designee, the parent/guardian/caregiver, guardian, or student if 18 years of age or older, waives, in writing, the right to an expulsion hearing.

In all hearings, whether initiated by the Board of Education or by appeal, the following procedures will be followed:

1. The student and the parent/guardian/caregiver will be advised of the charges against the student; their right to a Board of Education hearing; the date, time, and place of the hearing; their right to counsel; and their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses. All such notifications will be made by certified mail addressed to the student's parent/guardian/caregiver. The Board of Education shall make a good-faith effort to have the parent/guardian/caregiver present at the hearing.
2. Prior to the Board of Education hearing, the student and the student's parent/guardian/caregiver will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parent/guardian/caregiver will be provided with copies of the documents to be introduced at the hearing by the administration. The student and the student's parents/guardians/caregivers or guardians will also be required to advise the Board of Education of the identity of their witnesses and the nature of their testimony.
3. Hearings will be closed unless the Board of Education and parents/guardians/caregivers consent to an open meeting. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, their parent/guardian/caregivers, or their counsel shall have the right to present witnesses, introduce exhibits, and cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the Board of Education shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time, or to expel the student from the schools of the District. The administration or its counsel, by direction of the Board of Education, shall promptly prepare and transmit to the parent/guardian/caregivers a written notice of the decision.

Refer to Policy 3042.

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 the Board of Education policy, 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. 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/guardian/caregiver 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 parent/guardian/caregiver and all other parties of

the time, place, and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference. This requirement applies to enrolling students who are transferring from another school as well, regardless of whether the "act of school violence" was committed at a public school or private school in Missouri. Refer to Policy 3033 on Admissions.

3081 DISCIPLINE REPORTING AND RECORDS In compliance with state law, the Board of Education establishes explicit channels of communication between teachers, administrators, law enforcement officials, and other schools concerning acts of school violence and other behaviors which endanger the welfare or safety of students, staff, and patrons of the District. The purpose of this policy is to designate specific actions committed by students which must be reported to teachers, administrators, and/or law enforcement officials as well as those actions which must be documented in a student's discipline record.

Definitions The following definitions and terms apply to this policy:

1. Act of School Violence/Violent Behavior - The exertion of physical force by a student with the intent to do serious physical injury to another person while on the school property before, during, or after school, at any other time when the building is being used by a school group or off school grounds at a school activity or function, at a bus stop, on the bus or any other means of transportation coming to or from school (including walking) or any school function. Students may also be disciplined for misconduct occurring off school grounds which affects the school discipline or the general safety and welfare of students and staff.
2. Serious Physical Injury - Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.
3. Serious Violation of District's Discipline Policy - One or more of the following acts if committed by a student enrolled in the District: • Any act of school violence. • Any offense as outlined in number 1 above which is required by law to be reported to law enforcement officials. • Any offense which results in an out-of-school suspension for more than ten (10) school days.
4. Need to Know - Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.
5. School Property – Property utilized, supervised, rented, leased, or controlled by the school district, including, but not limited to, school playgrounds, parking lots, designated bus stops, school transportation, and any property on which any school activity takes place. 154

Reporting to School Staff:

School administration shall report all acts of school violence to all teachers and other school district employees with a need to know. In addition, any portion of a student's Individualized Education Program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to all teachers and other district employees with a need to know (as specified in Policy 3044).

Teachers and other school district employees who have a need to know will also be informed by the Superintendent or designee of any act committed or allegedly committed by a student in the district which is reported to the district by a juvenile officer or an employee of the Children's

Division (CD) of the Department of Social Services, sheriff, chief of police, or other appropriate law enforcement authority in accordance with state law. The report from the juvenile officer shall not be used as the sole basis for denying educational services to a student.

Any employee who is aware of an incident in which a person is believed to have committed an act which if committed by an adult would be first, second, or third-degree assault, sexual assault or deviate sexual assault against a student or school employee, while on school property, buses, or at school activities shall immediately report such incident to the principal. The employee shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the District's policy.

Reporting to Law Enforcement Officials:

Any felony listed in this section or any act that if committed by an adult would be a felony listed in this section, that is committed on school property, on any school bus, or at any school activity must be reported by the appropriate school administrator to the appropriate law enforcement agency as soon as reasonably practical. The following acts are subject to this reporting requirement:

1. First or second-degree murder under section 565.020, .021, RSMo;
2. Voluntary or involuntary manslaughter under section 565.-023, .024, RSMo;
3. Kidnapping under section 565.110, RSMo; Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565,110;
4. First degree or second-degree assault under section 565.050, .060, RSMo;
5. Rape or sodomy in the first or second degree under section 566.030, 060, 031,061, RSMo;
6. Burglary in the first degree or second degree under section 569.160, .170, RSMo;
7. Robbery in the first degree under section 569.020 RSMo;
8. The possession of a weapon under chapter 571, RSMo;
9. Distribution of drugs or distribution of drugs to a minor under section 195.211, .212,RSMo;
10. Arson in the first degree under section 569.040, RSMo;
11. Felonious restraint under section 565.120, RSMo;
12. Property damage in the first degree under section 569.100, RSMo;
13. Child molestation in the first degree pursuant to section 566.067 RSMo;
14. Sexual abuse in the first degree pursuant to section 566.100, RSMo;
15. Sexual misconduct involving a child pursuant to section 566.083, RSMo;
16. Harassment under section 565.090, RSMo ;
17. Stalking under section 565.225, RSMo;
18. Making a terrorist threat pursuant to section 574.115, RSMo

In addition, the Superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the school district is aware is under the jurisdiction of the court.

The principal shall immediately report to the appropriate law enforcement agency and Superintendent any incident in which a person is believed to have committed an act which, if committed by an adult would be first, second, or third-degree assault, sexual assault or deviate sexual assault against a student or school employee, while on school property, buses or at school activities.

The principal shall also notify the appropriate law enforcement agency and Superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

Student Discipline 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 teachers and other school district employees with a need to know and shall be provided in accordance with state law to any school district in which the student subsequently attempts to enroll within five (5) business days of receiving the request.

If a student is placed in another school by the Children's Division, the records will be transferred to the new school within two (2) business days after notification by the Children's Division. Personally, identifiable student records will only be released or destroyed in accordance with state and federal law.

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.

WEAPONS IN SCHOOL

The Board of Education recognizes the importance of preserving a safe, educational environment for students, employees, and patrons of the district. In order to maintain the safety of the educational community, the District will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school grounds, buses, or at school activities.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. 921.
2. Any device defined in § 571.010, RSMo, including a blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, or switchblade knife.
3. Any instrument or device customarily used for attack or defense against an opponent, adversary, or victim; or any instrument or device used or attempted to use to inflict physical injury or harm to another person.

In accordance with federal and state law, any student who brings or possesses a firearm as defined in 18 U.S.C. 921 or a device as defined in §571.010, RSMo on school property or at any school activity will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the Superintendent to the Board of Education.

Students who use or possess other weapons defined in this policy will be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities. This policy shall not be construed to prohibit the Board from allowing a Civil War re-enactor to carry a

Civil War-era weapon on school property for educational purposes so long as the firearm is unloaded.

Refer to Policy 3049.

A+ Program

The Student Expectation Code and the A+ Scholarship Program

As stated by the Department of Higher Education and Workforce Development, "The A+ Scholarship Program provides scholarship funds to eligible graduates of A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools." We encourage all of our students to participate in the A+ Scholarship Program.

As it pertains to the Student Expectation Code, students in grades 9-12 who intend to be or are engaged within the A+ Scholarship Program must:

- 1) Have at least a 95% attendance record overall for grades 9-12
- 2) Maintain a record of good citizenship and avoid the unlawful use of drugs and/or alcohol while in grades 9-12

Good citizenship is based on an individual's adherence to the Student Expectation Code. All students are expected to comply with District and school-specific policies and regulations. Absence stemming from school discipline response impacts a student's attendance record and qualification for the A+ Scholarship program. An affirmed violation of Level 5 behavior (disposition final) as defined by the Student Expectation Code will result in immediate disqualification from the A+ Schools Program. Individual schools should be contacted directly for information regarding appeals for possible reinstatement within the A+ Scholarship Program.

The previous attendance and discipline record for grades 9-12 of students transferring into the District is taken into account for qualification to participate within the A+ Scholarship Program.

Student and caregiver permission to access student records is granted to A+ Coordinators through completion of the A+ Schools Participation Agreement and allows officials to determine students' eligibility to participate. For more information regarding the A+ Scholarship Program, please contact your student's A+ Coordinator and visit:

[A+ Scholarship Program Information](https://dhewd.mo.gov/ppc/grants/aplusscholarship.php)

<https://dhewd.mo.gov/ppc/grants/aplusscholarship.php>

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

<p>I will be... Safe</p>	<ul style="list-style-type: none"> • 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.
<p>I will... Persevere</p>	<ul style="list-style-type: none"> • 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.
<p>I will be... Responsible</p>	<ul style="list-style-type: none"> • I will only access authorized computers and systems. • I will use school email and other assigned accounts for school-related communications only. • I will only 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 by 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.
<p>I will be... Cooperative</p>	<ul style="list-style-type: none"> • 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.
<p>I will be... Kind</p>	<ul style="list-style-type: none"> • 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.

Students and Parents/Guardians/Caregivers, please note:

- Students who use devices that are prohibited, disruptive, or used inappropriately will be subject to disciplinary action.
- **THE SCHOOL WILL NOT BE RESPONSIBLE FOR THE LOSS, THEFT, OR DAMAGE OF CELL PHONES OR 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.

Once enrolled in the District, regardless of age, the District expects the student to attend regularly, and for the student's parents/guardian/caregiver or other adults having charge, control, or custody of the student to communicate regularly and honestly with the District regarding the student's absences. Because the Ferguson-Florissant School District Board of Education and District staff strongly believe that regular attendance is important in gaining the most from the educational experience, and because state law requires District staff to report all instances of abuse and neglect, including educational neglect, the District will make every effort to ensure students are attending school as required by law. These efforts include, but are not limited to: accurately recording attendance, creating procedures for regular communication with parents/guardians/caregivers regarding attendance, investigating truancy, and reporting suspected incidences of educational neglect to the Children's Division (CD) of the Department of Social Services. Only absences of an educational nature or of educational benefit to the student may be excused.

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 tardies 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/tardies.

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, which may include Level 2 or Level 3 administrative responses.

Note: See Policy 2036 Evaluation of Students for guidelines on receiving credit for make-up work.

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.

Public 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.

Level One Behaviors, Interventions and Responses

Level One Behavior 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 One Behavior Examples

- Name-calling, Insults
- Tardiness
- Inappropriate dress
- Out of area
- Cheating, Plagiarizing
- Not seated on bus
- Not following directions
- Minor classroom disruptions

Level One Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document in Parent/Student Contact Log.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Reminder/Redirection of classroom routines, rituals, appropriate classroom language · Reminder/Redirection on ways to ask for help or solve problems · Reminder/Redirection on ways to manage emotions Second Steps/7 Mindsets lessons 	<ul style="list-style-type: none"> · Affective language and affective statements · Impromptu conversation · Community building circle · Problem solving circle · Student facilitated problem solving circle 	<ul style="list-style-type: none"> · Fidelity check of school-wide systems, structures, and supports · Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement · Classroom-based responses (e.g., verbal correction, written reflection/apology, role play, daily progress sheet, time out of classroom less than 15 min., seat change, assigned seating) · Responsibility reminders communication with parents/guardian/caregiver

Optional Administrative Actions That May Result in Removal from Instruction

There are no Administrative Responses for Level One behaviors.

Level Two Behaviors, Interventions and Responses

Level Two Behavior Definition

1. Behavior that is disruptive to the classroom and interferes with the learning of others.
2. Disordered behavior towards another student, staff, 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 that setting, and may include additional brief contact with other supporting staff.

Level Two Behavior Examples

- Using a cell phone during class
- Significant classroom disruption
- Minor property damage
- Frequent tardiness
- Inappropriate social network content
- Hands/head out of bus window

Level Two Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Re-teaching classroom routines & rituals · Re-teaching ways to ask for help, solve problems, manage emotions · Self-charting of behaviors · Skill practice/role play · Individual skill coaching for targeted student & aggressor in bullying/harassment incidents · "Chill Pass" and contract 	<ul style="list-style-type: none"> · Restorative Chat using restorative questions · Peace-Keeping Circle for problem solving · Restorative mediation conference (not to be used for bullying or harassment incidents) · Reflection sheets and/or apology letter · Community Service (as restitution) 	<ul style="list-style-type: none"> · Develop a student skill plan · Initiate behavior intervention plan · Formalize check-in/out plan with adult · Buddy Room · Loss of setting privileges · Referral to a school counselor

Optional Administrative Actions That May Result in Removal from Instruction

<u>PreK-2nd Grade</u>	<u>3rd-5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
<ul style="list-style-type: none"> · Administrator notification by teacher · Phone call home with a teacher 	<ul style="list-style-type: none"> · Administrator notification by teacher · Phone call home with a teacher · Student conference with an administrator 	<ul style="list-style-type: none"> · Student conference with an administrator · Lunch/after school detention 	<ul style="list-style-type: none"> · Conference with administrator · Lunch/after school detention · Loss of extracurricular activity for one day · Loss of transportation privileges for 1 day · Up to 1 day of ISS

Level Three Behaviors, Interventions and Responses

Level Three Behavior 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 Three Behavior Examples

- Threats/intimidation
- Bumping into an adult during a student conflict
- Major classroom disruption
- Fighting
- Theft of student's personal property
- Possession of drugs or controlled substance
- Opening, entering or leaving the bus through an emergency exit

Level Three Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.
5. Document behavior in the student information system.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Counselor led small group skill instruction · Lessons in anger management, conflict resolution, bus safety, etc. 	<ul style="list-style-type: none"> · Restorative conversation and back to class plan · Group Restorative Circle to repair harm · Staff-led mediation · Restitution for property incidents 	<ul style="list-style-type: none"> · Loss of classroom/setting privileges · Student-staff conference · Change in a classroom assignment · Complete problem solving with function in mind · Referral to the CARE team · Staff bus monitor

Optional Administrative Actions That May Result in Removal from Instruction

<u>PreK-2nd Grade</u>	<u>3rd-5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
<ul style="list-style-type: none"> · Administrator conference with parent/guardian/ caregiver · Loss of privilege (lunch/ recess) 	<ul style="list-style-type: none"> · Administrator conference with parent/guardian/ caregiver · Lunch detention · Assigned seat on a bus · Up to 1 day of ISS 	<ul style="list-style-type: none"> · Loss of extra-curricular activity for one day · After school detention · Loss of transportation privileges for 1 day · 1-3 days ISS 	<ul style="list-style-type: none"> · After School Detention for 2-3 days · Loss of transportation privileges for 1-3 days · Loss of extra-curricular activity for 2-3 days · 2-4 days of ISS · 1-2 days of OSS

Level Four Behaviors, Interventions, and Responses

Level Four Behavior 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, or 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

- Alcohol use
- Repeated intimidation over social media
- Possession of drug paraphernalia
- Theft or vandalism over \$500
- Fights involving multiple students
- Using hate speech
- Causing injury to an adult

Level Four Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.
5. Document behavior in the student information system.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Individual coaching by licensed support staff · Pre-conference planning with student 	<ul style="list-style-type: none"> · Restorative conference and restorative action plan · Restitution for property incidents · Re-entry Restorative Circle (when returning from suspension) 	<ul style="list-style-type: none"> · Create Behavior Intervention Plan (BIP) for student · District assigned mentor · Referral to district partner counseling/social work agency · Formal meeting with parent/guardian/caregiver

Optional Administrative Actions That May Result in Removal from Instruction

<u>PreK-2nd Grade</u>	<u>3rd-5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
<ul style="list-style-type: none"> · Up to 1 day of ISS 	<ul style="list-style-type: none"> · Loss of transportation privileges for 1 day · 1-3 days of ISS · Up to 1 day of OSS 	<ul style="list-style-type: none"> · Loss of transportation privileges for 1-3 days · Loss of extra-curricular activity for 2-3 days · 3-5 days of ISS · 1-2 days of OSS 	<ul style="list-style-type: none"> · Loss of transportation privileges for up to 5 days · 3-5 days of OSS

Level Five Behaviors, Interventions and Responses

Level Five Behavior Definition

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

Level Five Offenses

- Weapons possession or use · Severe physical assault · Sexual assault · Arson
- Bomb threats · Drug or alcohol sale/intent to sell · Breaking into a school building

Level Five Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.
5. Document behavior in the student information system.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Individual coaching by licensed support staff (may be an outside resource) · Pre-conference planning with student 	<ul style="list-style-type: none"> · Formal Family/Group Restorative Conference may be as part of a move to a new setting · Re-entry Restorative Circle (when returning from suspension) · Restitution for harm caused 	<ul style="list-style-type: none"> · Referral to district partner counseling/social work agency · Reassignment to Wellness Center

Optional Administrative Actions That May Result in Removal from Instruction

<u>PreK-2nd Grade</u>	<u>3rd-5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
<ul style="list-style-type: none"> · 3-5 days ISS · Recommendation for Superintendent hearing only for Safe Schools Act violations 	<ul style="list-style-type: none"> · 1-3 days OSS · 4-5 days OSS (only with approval from District Administration) · Recommendation for Superintendent hearing only for Safe Schools Act violations 	<ul style="list-style-type: none"> · 3-5 days OSS · Recommendation for Superintendent hearing only for Safe Schools Act violations 	<ul style="list-style-type: none"> · 6-10 days OSS · Recommendation for Superintendent hearing

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.
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- Start with the lowest appropriate level response while considering a student's IEP/504, age and understanding, past history of similar offenses, and severity of the incident.
- All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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ACADEMIC DISHONESTY

Cheating, plagiarizing	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option	Not available as an option
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ALCOHOL

Using, possessing, or distributing	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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ARSON

Illegal fire setting or attempts	Not available as an option	Not available as an option	Not available as an option	Not available as an option	<input type="checkbox"/>
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BULLYING

<p>“Bullying” is defined as the intimidation, unwarranted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property, substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures or oral, cyberbullying, electronic or written communication, and threats of retaliation for reporting such acts. See Policy 1060.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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BUS BEHAVIORS

Hands, head out of bus, standing or moving about the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option
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opening, entering, or leaving through emergency exits without permission; propping open doors, holding on to the exterior of the bus	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option
COMPUTER / ELECTRONIC DEVICES					
Intentional unauthorized use of computers, personal devices, or other electronic devices which is not in accordance with the District Technology Agreement	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.
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- Start with the lowest appropriate level response while considering a student’s IEP/504, age and understanding, past history of similar offenses, and severity of the incident.
- All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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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

· Using, possessing, admission of being under the influence	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Distributing or selling, including intent to sell	Not available as an option	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>

CYBER-BULLYING

“Cyberbullying” is defined as bullying under this policy through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer or pager. The District has jurisdiction to prohibit	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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cyberbullying that originates on a school's campus or at a school district activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the education environment or if the electronic communication was made on the school's campus or at a district activity using the student's own personal technological resources. See Policy 1060.					
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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	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option	Not available as an option
• Significant Damage	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISRUPTIVE BEHAVIORS

Anything that takes away from teacher-directed focus of the classroom and/or interferes with the overall learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option
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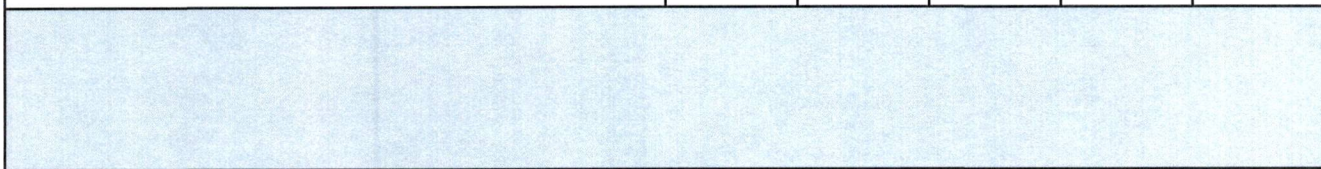
DRESS CODE VIOLATION

Wearing clothing or items inconsistent with school dress code policy	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option	Not available as an option
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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

· Using, possessing, admission of being under the influence	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· 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	<input type="checkbox"/>



ELOPING					
Leaving school grounds without authorization	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option	Not available as an option
EXCESSIVE TARDINESS					
Missing instructional time by repeatedly arriving after the expected time school or class begins, as determined by the school and the District	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behavior Examples: Definitions and Level Response Options					
Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.	
<ul style="list-style-type: none"> Start with the lowest appropriate level response while considering a student's IEP/504, age and understanding, past history of similar offenses, and severity of the incident. All actions should be communicated with the parent/guardian/caregiver and documented in the student information system. 					
ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
FIGHTING					
Physical aggression or violence between two or more individuals with the intent to do harm (cross-reference Inappropriate Physical Contact and Bullying)	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HARASSMENT					
Language, gestures, or other actions such as oral or written taunts, name-calling, or put-downs that the student can be reasonably expected to know is hurtful or discriminatory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option

INAPPROPRIATE PHYSICAL CONTACT					
· Touching another individual including, but not limited to: hitting/kicking/pushing, horseplay, spitting (cross-reference Bullying)	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option
· Making physical contact with an adult in a manner which causes injury	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	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	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Not available as an option	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>

Behavior Examples: Definitions and Level Response Options						
Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.		
<ul style="list-style-type: none"> · Start with the lowest appropriate level response while considering a student's IEP/504, age and understanding, past history of similar offenses, and severity of the incident. · All actions should be communicated with the parent/guardian/caregiver and documented in the student information system. 						
ALPHABETICAL LISTING		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
NONCOMPLIANCE						
Refusal to comply with reasonable requests, rules, policies, or directions of an adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEXUAL HARASSMENT/ ASSAULT					
Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability, or any other characteristic protected by law including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behavior Examples: Definitions and Level Response Options					
Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.	
<ul style="list-style-type: none"> Start with the lowest appropriate level response while considering a student's IEP/504, age and understanding, past history of similar offenses, and severity of the incident. All actions should be communicated with the parent/guardian/caregiver and documented in the student information system. 					
ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
SEXUAL MISCONDUCT					
Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THEFT					
Intentional use or taking possession of another's property without permission or rightful claim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option
THREAT / INTIMIDATION					
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOBACCO					
Possession or use of a tobacco-based or look-alike product such as but not limited to electronic cigarettes	<input type="checkbox"/>	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>
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 including	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRUANCY					
Absence from school without the knowledge and consent of a parent/guardian/caregiver and the school administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.	
<ul style="list-style-type: none"> Start with the lowest appropriate level response while considering a student's IEP/504, age and understanding, past history of similar offenses, and severity of the incident. All actions should be communicated with the parent/guardian/caregiver and documented in the student information system. 					
ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5

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	<input type="checkbox"/>	<input type="checkbox"/>	Not available as an option	Not available as an option	Not available as an option
· Significant Damage	Not available as an option	Not available as an option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/>

Note: The list of behaviors is not intended to be all-inclusive, and that no student expectation code can list every behavior which may result in disciplinary action. However, it is the purpose of the code 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.

Code	Level	Definition(s)
ACADEMIC DISHONESTY	1-2	Cheating, plagiarizing
ALCOHOL	3-4	Using, possessing, or distributing
ARSON	5	Illegal fire setting or attempts
BULLYING	1-5	“Bullying” is defined as the intimidation, unwarranted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property, substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including

		gestures or oral, cyberbullying, electronic or written communication, and threats of retaliation for reporting such acts. See Policy 1060.1
BUS BEHAVIORS	1-3	Hands, head out of the bus, standing or moving about the bus
	3-4	Opening, entering, or leaving through emergency exits without permission; propping open doors, holding on to the exterior of a bus
COMPUTER / ELECTRONIC DEVICE	2-4	Intentional unauthorized use of computers, personal devices, or other electronic devices which is not in accordance with the District Technology Agreement
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
	3-5 4-5	<ul style="list-style-type: none"> ● Using, possessing, admission of being under the influence ● Distributing or selling, including intent to sell
CYBER-BULLYING	2-5	"Cyberbullying" is defined as bullying under this policy through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school's campus or at a school district activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the education environment or if the electronic communication was made on the school's campus or at a district activity using the student's own personal technological resources. The District may discipline a student for cyberbullying to the greatest extent allowed by law
DAMAGE TO SCHOOL PROPERTY	1-2	Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner <ul style="list-style-type: none"> ● Minor Damage
	3-5	<ul style="list-style-type: none"> ● Significant Damage
DISRUPTIVE BEHAVIORS	1-3	Anything that takes away from teacher-directed focus of the classroom and/or interferes with the overall learning environment
DRESS CODE VIOLATION	1-2	Wearing clothing or items inconsistent with school dress code policy
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.

	3-5	<ul style="list-style-type: none"> Using, possessing, admission of being under the influence
	4-5	<ul style="list-style-type: none"> Distributing or selling, including intent to sell
ELOPING	1-2	Leaving school grounds without authorization
EXCESSIVE TARDINESS	1-2	Missing instructional time by repeatedly arriving after the expected time school or class begins, as determined by the school and the District
EXTORTION	3-5	Obtaining money, property, or services from another person through coercion, intimidation or through verbal, electronic, or written threats of physical or reputational harm
FIGHTING	3-5	Physical aggression or violence between two or more individuals with the intent to do harm (cross-reference Inappropriate Physical Contact and Bullying)
HARASSMENT	1-3	Language, gestures, or other actions such as oral or written taunts, name-calling, or put-downs that the student can be reasonably expected to know is hurtful or discriminatory
INAPPROPRIATE PHYSICAL CONTACT	2-3	Touching another individual including, but not limited to: hitting/kicking/pushing, horseplay, spitting (cross-reference Bullying)
	3-4	Making physical contact with an adult in a manner which causes injury
	3-5	Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury
INCITING A DISTURBANCE	4-5	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
NONCOMPLIANCE	1-3	Refusal to comply with reasonable requests, rules, policies, or directions of an adult
OUT OF ASSIGNED AREA	1-2	Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission
PYROTECHNICS	3-5	Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, and smoke/stink bombs
SEXUAL HARASSMENT/ ASSAULT	4-5	Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. Or any other characteristic covered by the law. Unwelcome physical contact of a sexual nature or that is based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual

		orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics.
SEXUAL MISCONDUCT	3-4	Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation
SKIPPING CLASS	1-3	Any absence from class that is not authorized by the teacher or the school.
THEFT	1-4	Intentional use or taking possession of another's property without permission or rightful claim
THREAT / INTIMIDATION	2-5	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
TOBACCO	2-3	Possession or use of a tobacco-based or look-alike product such as but not limited to electronic cigarettes
TRESPASSING	3-5	Entering or assisting any other person to enter a District facility without authorization; violating the conditions of a suspension, expulsion, or other disciplinary consequence including.
TRUANCY	1-3	Absence from school without the knowledge and consent of a parent/guardian/caregiver and the school administration.
VERBAL CONFLICT	1-2	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
WEAPON	1-3	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
	5	Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury

SEC Crosswalk of Old to New

Previous Code	Previous Level	Previous Definition(s)	New Code	New Level	New Definition
Academic Dishonesty	1	Cheating on tests, assignments, projects, or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources, or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics	ACADEMIC DISHONESTY	1-2	Cheating, plagiarizing
Arson	3	Starting or attempting to start a fire, or causing or attempting to cause an explosion	ARSON	5	Illegal fire setting or attempts
Assault	3	Using physical force, such as hitting, striking, or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative, or any other act that constitutes criminal assault in the third degree	INAPPROPRIATE PHYSICAL CONTACT	3-5	Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury
Bullying/ Cyberbullying	3	Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time. Bullying creates and relies on an imbalance of power: a bully uses their power—such	BULLYING	1-5	“Bullying” is defined as the intimidation, unwarranted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for

		<p>as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law</p>	<p style="text-align: center;">CYBER-BULLYING</p>	<p style="text-align: center;">2-5</p>	<p>his or her physical safety or property, substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures or oral, cyberbullying, electronic or written communication, and threats of retaliation for reporting such acts. See Policy 1060.1.</p> <p>“Cyberbullying” is defined as bullying under this policy through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school’s campus or at a school district activity if the electronic communication was made using the school’s technological resources, if there is a sufficient nexus to the education environment or if the electronic</p>
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					communication was made on the school's campus or at a district activity using the student's own personal technological resources. The District may discipline a student for cyberbullying to the greatest extent allowed by law. Policy 1060.1.
Cell Phone Violation	1	Using, displaying, or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including class change time, mealtimes, or instructional class times, unless the use is part of the instructional program, required by a District-sponsored class or activity, or otherwise permitted by the building principal	COMPUTER / ELECTRONIC DEVICE	2-4	Intentional unauthorized use of computers, personal devices or other electronic devices which is not in accordance with the District Technology Agreement
Class Disruption	1	Anything that takes away from teacher-directed focus of the classroom and/or interferes with the learning of other students	DISRUPTIVE BEHAVIORS	1-3	Anything that takes away from teacher-directed focus of the classroom and/or interferes with the overall learning environment
Damage to School Property	3	Willful damage to real or personal property belonging to the District or staff, and in some cases, students	VANDALISM / PROPERTY DAMAGE	1-2 3-5	Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner <ul style="list-style-type: none"> • Minor Damage • Significant Damage
Dress Code Violation	1	Any attire that does not comply with the student dress code	DRESS CODE VIOLATION	1-2	Wearing clothing or items inconsistent with school dress code policy

Eloping	Elem.-2 Sec.-NA	Leaving school grounds without authorization	ELOPING	1-2	Leaving school grounds without authorization
Excessive Tardiness	Elem.- NA	Repeatedly arriving after the expected time school or class begins, as determined by the school and the District	EXCESSIVE TARDINESS	1-2	Missing instructional time by repeatedly arriving after the expected time school or class begins, as determined by the school and the District
Fighting	3	Mutual physical combat in which both parties have contributed to the conflict	FIGHTING	3-5	Physical aggression or violence between two or more individuals with the intent to do harm (cross-reference Inappropriate Physical Conduct and Bullying)
Harassment	2	Includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, <u>extortion</u> , or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law	HARASSMENT EXTORTION	1-3 3-5	Language, gestures, or other actions such as oral or written taunts, name-calling, or put-downs that the student can be reasonably expected to know is hurtful or discriminatory Obtaining money, property, or services from another person through coercion, intimidation or through verbal, electronic, or written threats of physical or reputational harm
Inappropriate Physical Conduct	2	Touching another student or an adult including, but not limited to: hitting/kicking/pushing, horseplay, spitting	INAPPROPRIATE PHYSICAL CONTACT	2-3 3-4	Touching another student including, but not limited to: hitting/kicking/pushing, horseplay, spitting Making physical contact with an adult in a manner which causes injury

					3-5	Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury
Inappropriate Speech or Conduct I	1	<ul style="list-style-type: none"> Littering, lying, mocking others (particularly staff), mutual insults as play, public displays of affection (not including sexual misconduct), throwing objects (does not include assault or school disruption) 	NA			
Inappropriate Speech or Conduct II	2	<ul style="list-style-type: none"> Automobile misuse (most typically high school), attending/promoting fighting, forgery, gambling, noncompliance towards staff (including obscene gestures, profanity, slurs, etc.), obscene gestures, profanity, possession of profane or obscene materials (does not include pornography/sexually explicit material), slander, spitting purposely at or on others, slurs (does not include hate speech), <u>threats</u> (does not include threats of fatal violence, use of weapons/explosive or incendiary devices, harm to staff, or threats to overall school safety), <u>verbal abuse</u>, verbal conflict 	THREAT / INTIMIDATION		2-5	Explicit or implicit speech (verbal, electronic, or written) or action with the intent of causing fear of harm or making another do something against their will
Inappropriate Speech or Conduct III	3	<ul style="list-style-type: none"> Gang-related activity, hate speech, hazing, slander, <u>threats to school safety</u> (Involving fatal violence, use of weapons, explosive/incendiary devices, harm to staff, etc.) 	THREAT / INTIMIDATION		2-5	Explicit or implicit speech (verbal, electronic, or written) or action with the intent of causing fear of harm or making another do something against their will
Inappropriate Use of Technology	Elem.-2 Sec.-NA	Attempting, regardless of success, to gain unauthorized access to a technology system or information; use	COMPUTER / ELECTRONIC DEVICE		2-4	Intentional unauthorized use of computers, personal devices or other electronic devices which is

			District technology to connect to other systems in evasion of the physical limitations of the remote system; copy District files without authorization; interfere with the ability of others to utilize District technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using District technology; or evade or disable a filtering/blocking device			not in accordance with the District Technology Agreement
Noncompliance	1		Includes but is not limited to refusal to comply with directions of staff (Insubordination not including obscene gestures, profanity, slurs, etc.), lack of engagement in staff directives after redirection	NONCOMPLIANCE	1-3	Refusal to comply with reasonable requests, rules, policies, or directions of an adult
Possession of Weapon	3		Possession or use of a firearm as defined in 18 U.S.C. 921 or any instrument or device defined in 571.010 RSMo, or any instrument or device defined as a dangerous weapon in 18 U.S.C. 930. Possession or use of ammunition or a component of a weapon including, but not limited to: knives, handguns, long guns (rifles, shotguns, etc.) stun guns/tasers, items considered to reasonably resemble any of the above	WEAPON	1-3 5	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 Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury
Possession of Live Ammunition or Other Harmful Projectiles	3		Includes but is not limited to possessing or displaying: lighters/matches, toys (without expressed permission of principal)	PYROTECHNICS (See also WEAPON)	3-5	Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, and smoke/stink bombs

Out of Assigned Area	Elem.-1 Sec.-NA	Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission	OUT OF ASSIGNED AREA	1-2	Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission
Possession of Inappropriate Object(s)	1	Includes but is not limited to possessing or displaying: lighters/matches, toys (without expressed permission of principal)	PYROTECHNICS	3-5	Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, en route and smoke/stink bombs
School Disruption	3	Activity identified by administrators that prevents the beginning, continuation, or end of the school's normal operations; actions requiring the assistance of many school staff, administrators, security, and possibly local law enforcement to address in order to resume the school's normal operation including, but not limited to initiating a false alarm of the school's fire/security alarm, large-scale physical conflicts with multiple combatants	INCITING A DISTURBANCE	4-5	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
Sexual Harassment	3	Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. Unwelcome physical contact of a sexual nature or that is based on actual or perceived race, ethnicity, color, ancestry, national origin,	SEXUAL HARASSMENT/ ASSAULT	4-5	Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability, or any other characteristic covered by law. Unwelcome physical contact of a sexual nature or that is based on actual or perceived race, ethnicity, color, ancestry, national origin, religion,

		<p>religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics</p>			<p>immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics</p>
		<p>religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics</p>			
Sexual Misconduct	3	<p>Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation</p> <p>In addition, students may possess or display, electronically or otherwise, sexually explicit, vulgar, or violent material including, but not limited to: pornography or depictions of nudity, violence, or explicit death or injury</p> <p>This prohibition does not apply to curricular material that has been approved by District staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law</p>	SEXUAL MISCONDUCT	3-4	<p>Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation</p>
Skipping Class	Elem.-NA Sec.-2	Arriving after the expected time class or school begins, as determined by the District	SKIPPING CLASS	1-3	Any absence from class that is not authorized by the teacher or the school.

Theft	2 (< \$100) 3 (> \$100)	Taking something of value with the intention of keeping it; Theft, attempted theft or knowing possession of stolen property	THEFT	1-4	Intentional use or taking possession of another's property without permission or rightful claim
Transportation Violations	Elem.-1 Sec.-2	Willful misbehavior most likely to occur in connection to District transportation including, but not limited to: Boarding/utilizing incorrect means of District transportation, Boarding or departing at an incorrect stop, walking home without permission/proper notification from a parent/guardian when assigned District transportation	BUS BEHAVIORS	1-3 3-4	Hands, head out of bus, standing Opening, entering, or leaving through emergency exits without permission; propping open doors, holding on to the exterior of bus
Trespassing	2	Entering or assisting any other person to enter a District facility, office, locker, or other areas that is locked or not open to the general public; entering or assisting any other person to enter a District facility through an unauthorized entrance; assisting unauthorized persons to enter a District facility through any entrance; violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any District-sponsored activity or being on or near District property or the location where a District activity is held	TRESPASSING	3-5	Entering or assisting any other person to enter a District facility without authorization; violating the conditions of a suspension, expulsion, or other disciplinary consequence including.
Truancy	Elem.-1 Sec.-2	Absence from school without the knowledge and consent of a parent/guardian and the school administration; excessive non-justifiable absences, even with the consent of a parent/guardian; arriving after the expected time class or school begins, as determined by the District	TRUANCY	1-3	Absence from school without the knowledge and consent of a parent/guardian/ caregiver and the school administration.

		<p>cessation program may be possessed only in accordance with District policy.</p>		<p>3-4</p> <p>4-5</p>	<p>counter medication use/possession against school policy.</p> <ul style="list-style-type: none"> Using, possessing, admission of being under the influence Distributing or selling, including intent to sell
<p>Verbal Conflict</p>	<p>Elem.-NA Sec.-NA</p>	<p>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, threats</p>	<p>TOBACCO</p> <p>VERBAL CONFLICT</p>	<p>2-3</p> <p>1-2</p>	<p>Possession or use of a tobacco-based or look-alike product such as but not limited to electronic cigarettes</p> <p>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</p>

“Under District policy, corporal punishment is not permitted.”

Additional copies of the Student Expectation Code are available at Ferguson-Florissant schools. This pamphlet summarizes the Ferguson-Florissant School District’s Student Expectation Code policy. A separate policy concerning the expectations of students with disabilities is also available upon request. Please call our Safe Schools Hotline at (314) 889-SAFE (7233) to report any violations of the Student Expectation Code.



Please detach and return to the Principal’s Office

I have received and read a copy of the 2021-2022 Student Expectation Code.

Student Name

Date

Parent/Guardian/Caregiver Signature

Date

School: _____

Grade _____