

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>

5. To dress in such a way as to express one's personality following the dress code	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
6. To be afforded equal and appropriate educational opportunities	6. To be aware of available educational programs to use and develop one's capabilities to their maximum
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	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

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	8. To be aware of the information and services and to seek help in dealing with personal problems when appropriate
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	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

PARENTS/GUARDIANS/CAREGIVERS RIGHTS AND RESPONSIBILITIES

Parents/guardians/caregivers have the right to:	Parents/guardians/caregivers and have the responsibility to:
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<p>1. Be actively involved in their children's education</p>	<p>1. Make sure their children attend school regularly and on time and, when children are absent, let schools know why</p>
<p>2. Be treated courteously, equitably, and civilly by all school staff</p>	<p>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</p>
<p>3. Get information about the policies of the Ferguson-Florissant Board of Education and procedures that relate to their children's education</p>	<p>3. Work with principals and school staff to address any academic or behavioral problems their children may experience</p>
<p>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</p>	<p>4. Support Ferguson-Florissant Schools by being a role model for their children, talking with their children about school and expected behavior</p>
<p>5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff</p>	<p>5. Read and become familiar with the policies of the Board of Education, Title I Parent Compact, and Student Expectation Code</p>
<p>6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals</p>	<p>6. Give updated contact information to Ferguson-Florissant Schools through the Parent Portal</p>
<p>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</p>	<p>7. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework</p>
<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</p>

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

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to:

1. Work in a safe and orderly environment
2. Be treated courteously and equitably by students, parents/guardians/caregivers, and other school staff
3. Communicate concerns, suggestions, and complaints to 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
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

² Although comprehensive, they are offered as illustrative in nature and not intended to be exhaustive or fully inclusive. Principals and school staff are expected to perform all duties and responsibilities of their positions in a thorough and professional manner.

DISTRICT ADMINISTRATORS, SUPERINTENDENT, AND BOARD OF EDUCATION MEMBERS RESPONSIBILITIES

Ferguson-Florissant School District Administrators have the responsibility to:

1. Create and implement policies and procedures that 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
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 of 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.

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: (Policy 3041)

3041 STUDENT DUE PROCESS RIGHTS - SUSPENSION, EXPULSION, AND DISCIPLINE REASSIGNMENT

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

Administrative prerogative to exclude a student from school is permitted for the following reasons:

1. Violation of school rules and regulations;
2. Conduct which materially or substantially disrupts the rights of others to an education, or is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of the pupils, conduct which endangers the student, other students, staff, or the property of the school; and
3. Prior conduct, suspension and/or expulsion from another School District. The term "suspension" refers to an exclusion from school that will not exceed a specific period of time. A principal or designee may suspend a student for up to ten (10) school days. The Superintendent may suspend a student for up to 180 school days.

The term "expulsion" refers to permanent exclusion from any school within the Ferguson Florissant School District. Only the Board of Education may expel a student. The Board of Education may readmit a student who has been previously expelled. Procedures authorized herein to suspend a student differ from those that are required to expel a student.

The term "discipline reassignment" refers to another school or program or course that is different from the assigned school based on residence for disciplinary reasons.

All students will be afforded general due process rights as guaranteed by state and federal laws and provisions herein. The procedures set forth in this policy shall apply unless the student is one with a disability or suspected of having a disability, in which case Board Policy governing Discipline of Students with Disabilities (3044) shall apply.

In the event suspension may be issued by a principal or designee, the following procedural steps shall be followed:

A principal or designee may suspend a student for up to ten (10) school days.

1. Before suspending a student, a principal or designee must afford the student the following due process:
 - a. Tell the student, either orally or in writing, what misconduct they are accused of;
 - b. if the student denies the accusation, explain, either orally or in writing, the facts that form the basis for the proposed suspension; and
 - c. give the student an opportunity to present their version of the incident.
2. The principal or designee shall determine whether the student should be suspended or whether alternative measures would be more appropriate.
3. If a suspension is deemed warranted of up to ten (10) school days, a principal or designee, shall notify the student and student's parent/guardian/caregiver by letter of the final decision in a timely manner. Such notification shall include the date(s) of suspension, the reason for suspension, information on how to access or complete school during the suspension, and information for the student on who to contact for support and additional resources.
4. Any suspension by a principal must be reported in a timely manner to the Superintendent or designee, by providing a copy of the suspension letter to the Superintendent. The Superintendent may revoke the suspension at any time, in part or in full. If the student's suspension is revoked, the student's records shall be amended to eliminate the suspension.

In the event a long-term suspension (beyond 10 school days) or discipline reassignment is considered by the Superintendent or designee, the following procedural steps shall be followed:

Where warranted and authorized, a principal may recommend a long-term suspension or discipline reassignment beyond ten (10) school days. The Superintendent may suspend a student for up to 180 school days or reassign a student to another school or program as a continuation of discipline. In such cases:

1. Prior to a long-term suspension or discipline reassignment, the Superintendent or designee shall follow steps 1(a) through 1(c) as outlined above.
2. A written report of the incident shall be sent to the Superintendent or designee within three (3) school days from the beginning of the principal's suspension.
3. Within ten (10) school days, the Superintendent or designee shall notify the suspended student/parents/guardians/caretakers in writing of the recommendation for long-term suspension or discipline reassignment and the reasons therefore, and provide for a meeting with a committee of representatives from the administration. This notification shall also include a copy of the students' rights and responsibilities. At that meeting, the student and the parent/guardian/caregiver shall have an opportunity to present their perspective of the incident, review the principal's report and any other information concerning the suspension, and the recommendation to the Superintendent concerning further possible disciplinary action.
4. The Superintendent shall review the matter and make a final determination concerning whether:
 - a. The student should be suspended for up to 180 school days; or
 - b. Expulsion proceedings should be initiated; or
 - c. Discipline reassignment should be considered; or
 - d. Some other disciplinary approach should be pursued.
5. The Superintendent will notify the student and student's parent/guardian/caregiver by email and certified letter of the final decision concerning additional disciplinary action. Such notification

shall include the date(s) of suspension or reassignment, the reason for suspension or reassignment, notice of the right to appeal the outcome to the Board of Education, information on how to access or complete school during said time, and information for the student on who to contact for support and additional resources.

6. If the student/parent/guardian/caretaker continues to object to the long-term suspension and/or discipline reassignment, and the Superintendent wishes to proceed with such, the student/parents/guardians/caretakers shall have the right to appeal the Superintendent's decision to the Board of Education.

7. If a long-term suspension is issued or a discipline reassignment is assigned, a conference is then held within ten (10) school days with the student/parents/guardians/caretakers and appropriate District personnel to set goals during the long-term suspension or discipline reassignment to address what progress is needed to consider early return, to identify the contact person for the District, and to discuss support for the student and additional resources.

8. Prior to the readmission or enrollment of a student in accordance with this policy, a conference must be held to review the student's conduct that resulted in the suspension and any remedial actions needed to prevent future occurrences of such conduct or related conduct. This information will be recorded on a plan and copies shall be given to all applicable parties involved in direct contact with the student. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the reassignment or suspension, the student, and the parents/guardians/caretakers of the student or any agency having legal jurisdiction, care, custody or control of the student. The administration shall notify, in writing, the parents/guardians/caretakers and all other parties of the time, place, and agenda of such conference. Failure of any party to attend this conference shall not preclude the District from holding the conference.

Note: In addition, legally emancipated students shall receive all notices required under this policy and may request the hearing and appeals provided under this policy.

In the event of reassignment to a virtual school or program or course for longer than 10 days, is considered by the Superintendent or designee, the following procedural steps shall be followed:

The Superintendent shall have the authority to assign or reassign a student to a District virtual education school or program or course under the following conditions:

1. The Superintendent preliminary determines that the virtual placement is in the best interests of the student.
2. The Superintendent notifies in writing the student and parents/guardians/caretakers of the Superintendent's reasons for such consideration of assignment and the student and parents/guardians/caretakers are informed of this Policy and provided with a copy of the Policy.
3. A conference is held with the student and parents/guardians/caretakers prior to the placement where the Superintendent/administration presents their reasons for virtual placement and the student and parents/guardians/caretakers are given an opportunity to present their position on such placement.
4. The Superintendent shall notify the student and parents/guardians/caretakers in writing of their decision after the meeting as soon as possible, and prior to placing the student in a virtual program or school or course. Such notification will include the date the virtual assignment will become effective, notice of the right to appeal the decision and information for the student on who to contact for support and additional resources.
5. If virtual placement is assigned, a conference is then held within ten (10) school days with the student/parents/guardians/caretakers and appropriate District personnel to set goals during virtual placement and to provide information concerning the progress needed to consider early return from virtual placement, the District's contact person, and to discuss

supports and additional resources. This conference shall occur prior to the actual placement of the student in a virtual program or school or course.

6. If the student/parents/guardians/caretakers continues to object to the virtual assignment, and the Superintendent wishes to proceed with such assignment, the student/parents/guardians/caretakers shall have the right to appeal the Superintendent's decision to the Board of Education. The Superintendent shall notify the student and parents/guardians/caretakers by email and certified letter of the final decision and include therein information that the student/parents/guardians/caretakers shall have the right to appeal the Superintendent's decision to the Board of Education. Notification shall be provided as soon as possible and prior to placing the student in a virtual program or school or course.
7. Any virtual assignment by the Superintendent pursuant to this Policy shall be effective for only that current school year. At the request of a student/parents/guardians/caretakers, the Superintendent or designee shall periodically review the student's virtual placement.

In the event the Superintendent recommends expulsion, the following procedural steps shall be followed:

1. The procedures for the suspension of a student in excess of ten (10) days will be followed.
2. If the Superintendent concludes that the student has engaged in misconduct and should be expelled, the procedures described below apply unless the student is a student with a disability. (In the case of a student with a disability, the procedures described in Board Policy 3044 shall apply.)
3. The Superintendent will recommend to the Board of Education that the student be expelled. The Superintendent may also suspend the student for up to 180 days, if it is believed that the student's presence would pose a continuing danger to persons or property, or a threat of disruption of the academic process.
4. Upon receipt of the Superintendent's recommendation, the Board of Education will follow the procedures described in the policy dealing with Student Disciplinary Hearings. The Expulsion Hearing will be closed unless the Board and student's parents/guardians/caretakers consent to a public hearing.
5. If the student is expelled, they may later apply to the Board of Education for re-admission. Only the Board of Education can readmit an expelled student. Prior to the re-admission or enrollment of any student who has been expelled in accordance with this policy, a conference must be held to review the student's conduct that resulted in the expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. This information will be recorded on a plan and copies will be given to all parties involved in direct contact with the student. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the expulsion, the student, and the parents/guardians/caretakers of the student or any agency having legal jurisdiction, care, custody or control of the student. The Board of Education or designee shall notify, in writing, the parents/guardians/caretakers 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 the District from holding the conference.
See Appendix C, Ferguson-Florissant School District Title IX Grievance Procedures, for specific information for sexual discrimination or sexual harassment formal complaints.

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.

(Refer to Policy 3041 for more information)

Policy 3035 TRANSFERS BETWEEN SCHOOLS AND/OR ACADEMIC PROGRAMS The Superintendent may assign or reassign students to schools and/or programs other than the one determined by their residence to better meet the educational needs of the student, to address overcrowding in schools, to maintain discipline and safety in the schools, or to otherwise ensure the health and safety of the student. Any assignment or reassignment for disciplinary reasons will comply with due process rights as provided by Board Policy, and law. All students and parent/guardians/caretakers will be notified of the term of the assignment or reassignment pursuant to this policy.

When students are placed in a school other than their assigned (home) school to alleviate overcrowding, the assignment will be for a period not to exceed one academic school year. At the end of the school year, the District will notify affected parents/guardians/caretakers that their student will be returning to their school of residence.

Student Discipline Hearings

Within ten (10) school days, the Superintendent or designee shall notify the suspended student/parents/guardians/caretakers in writing of the recommendation for long-term suspension or discipline reassignment and the reasons therefore, and provide for a meeting with a committee of representatives from the administration. This notification shall also include a copy of the students' rights and responsibilities. At that meeting, the student and the parent/guardian/caregiver shall have an opportunity to present their perspective of the incident, review the principal's report and any other information concerning the suspension, and the recommendation to the Superintendent concerning further possible disciplinary action.

Refer to Policy 3041

In the event the Superintendent recommends expulsion, the following procedural steps shall be followed:

1. The procedures for the suspension of a student in excess of ten (10) days will be followed.
2. If the Superintendent concludes that the student has engaged in misconduct and should be expelled, the procedures described below apply unless the student is a student with a disability. (In the case of a student with a disability, the procedures described in Board Policy 3044 shall apply.)
3. The Superintendent will recommend to the Board of Education that the student be expelled. The Superintendent may also suspend the student for up to 180 days, if it is believed that the student's presence would pose a continuing danger to persons or property, or a threat of disruption of the academic process.
4. Upon receipt of the Superintendent's recommendation, the Board of Education will follow the procedures described in the policy dealing with Student Disciplinary Hearings. The Expulsion Hearing will be closed unless the Board and student's parents/guardians/caretakers consent to a public hearing.
5. If the student is expelled, they may later apply to the Board of Education for re-admission. Only the Board of Education can readmit an expelled student. Prior to the re-admission or enrollment of any student who has been expelled in accordance with this policy, a conference must be held to review the student's conduct that resulted in the expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. This information will be recorded on a plan and copies will be given to all parties involved in direct contact with the student. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the expulsion, the student, and the parents/guardians/caretakers of the student or any agency having legal jurisdiction, care, custody or control of the student. The Board of Education or designee shall notify, in writing, the parents/guardians/caretakers 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 the District from holding the conference.

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.

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 demonstrate 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 practicable. 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.

1060 HARASSMENT-FREE ENVIRONMENT

All employees and students of the Ferguson-Florissant School District, in accordance with Board policy and federal and state statutes, have the right to an environment free from all forms of discrimination and conduct which can be considered harassing, coercive or disruptive. The prohibitive conduct includes all forms of harassment or discriminatory conduct because of age, race, sex, religion, gender, disability, national origin, or as to any other conduct which creates an intimidating, hostile or offensive environment by any employee, affiliated staff, student, or any other persons visiting the District.

Definitions:

- **"Harassment"** -- Whenever the term "harassment" is used in the policy or these guidelines it shall mean any unwelcome or inappropriate communication or conduct (verbal, written, electronic or physical) toward another because of that individual's race, color, religion, sex, national origin or disability which has the direct or indirect purpose or effect of unreasonably interfering with an individual's work, academic performance, extracurricular performance or use of school district facilities, or conduct which has the effect of creating an intimidating hostile or offensive work or learning environment.
- **"Environment"** -- Whenever the term "Environment" is used in the policy or these guidelines, it shall mean any curricular or extra-curricular activity sponsored in whole

or in part by the school district wherever located. It also includes off campus actions which may impact or be related to school relationships.

- **"Severe, Pervasive or Persistent"** -- Whenever the term "severe, pervasive or persistent" is used in the policy or these guidelines, it shall mean conduct which generally consists of sustained and non-trivial Conduct which constitutes more than casual or isolated incidents which are severe or harmful to the employee, student or individual. Generally the severity of the incidents which are needed to establish a hostile environment vary inversely with their pervasiveness or persistence.

It is illegal and against District policy for any person to harass another person by:

- a. knowingly making unwelcome sexual advances or requests for sexual favors, or by making other verbal or physical gestures or conduct which are not welcome, personally offensive, or otherwise undermines the integrity of the work environment;
- b. making submission to or rejection of conduct as a basis for making employment decisions affecting another employee; or
- c. exhibiting conduct that has a purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive environment.

Employees/students who are victims of harassment or who witness harassment should document and report the matter immediately to their direct supervisor/teacher unless the alleged harasser is the direct supervisor/teacher, in which case the employee/student should bypass the supervisor/teacher and take the complaint to an administrator or report the same to the Assistant Superintendent of Human Resources. The supervisor/teacher or administrator receiving the complaint shall investigate promptly. If the matter is not resolved satisfactorily at the supervisory level, the employee should report the matter to the Assistant Superintendent of Human Resources. A student should report the matter to the building principal, or to the Title IX Coordinator at 687-1931.

Upon receiving a complaint of harassment, the Assistant Superintendent of Human Resources will cause a prompt investigation to be made. Information regarding complaints of harassment will be handled in a confidential manner, and the information gathered will only be revealed to those directly involved with the investigation and/or as needed to resolve the complaint, or as required by law.

Appropriate action will be taken by the District against any person found after appropriate investigation to have engaged in prohibited conduct or to have falsely accused another of harassment. Appropriate disciplinary action of employees, up to and including termination consistent with applicable District policies and guidelines, will be taken. In the event the person involved is not an employee, other appropriate action will be taken to prohibit a reoccurrence or to bar the person from the premises. Students who harass others shall be subject to disciplinary action consistent with the District's Student Code of Conduct.

Any person bringing a complaint of harassment or who assists in the investigation by giving testimony of such a complaint will not be retaliated against nor adversely affected provided they have not presented false testimony or accusations.

It is the responsibility of all staff/students to report, in a timely manner, all forms of harassment or conduct which violate this policy. (Refer to Policies 8014 and Appendix O)

See Appendix C, Ferguson-Florissant School District Title IX Grievance Procedures, for specific information for sexual discrimination or sexual harassment formal complaints. Revised 04/01, 3/21

1060.1 BULLY FREE ENVIRONMENT

All members of the school community, including but not limited to students, parents, and employees of the Ferguson-Florissant School District, in accordance with Board policy and

federal and state statutes, have the right to an environment free from all forms of conduct which would be considered bullying.

All forms of bullying or intimidating behavior that would consist of systematically and chronically inflicting physical hurt and/or psychological distress on one or more individuals are prohibited. This would include intimidation or harassment that would cause a reasonable person to fear for their physical safety or property.

"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 their 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.

"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 device, 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.

"Cyber threats" are electronic communications that threaten or raise concerns about violence against others, suicide, or self-harm. This includes behavior that may occur while on school property, at any school function, on the way to or from school, or on a school bus.

No individual shall be bullied on the basis of the person's association with any individual or group. There are no protected classes of individuals entitled to receive special treatment under this policy. The consequences of bullying are in accordance with the Student Expectation Code and with the District's Policies and Procedures. The District's anti-bullying policy requires all District employees to report any instance of bullying of which the employee has firsthand knowledge. Students are encouraged to report behavior they consider to be bullying to their teacher or the principal.

Employee Reporting

District employees must report any instance of bullying of which the employee has firsthand knowledge. The principal at each school is hereby designated the individual at each school to receive reports of incidents of bullying. Specifically, an employee who witnesses an incident of bullying must report the incident to the principal within two days of the employee witnessing the incident. Within two days of receiving the report, the principal or their designee shall initiate an investigation of the incident. The principal may appoint other school staff to assist in the investigation, as needed. The investigation shall be completed within ten school days from the date of the written report unless good cause exists to extend the investigation.

The District prohibits reprisal or retaliation against any person who reports an act of bullying and the consequence and appropriate remedial action for a person who engages in reprisal or Retaliation.

Publication and Training

This policy will be published annually in the Student Expectation Code. The District will provide annual notice of the policy to students, parents or guardians and staff.

All employees of the District shall receive information regarding this policy and staff who have significant contact with students will receive annual training related to the District's bullying policy to enable them to implement the provisions of the policy in the course of their duties.

Students will receive education and information regarding bullying, including information regarding this policy, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports any act of bullying. To this end, the administration will instruct the District counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques shall include, but not be limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills; or encouraging the student to develop an internal locus of control. The administration shall implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

160.775 RS Mo. (2006) Revised 11/10, 06/21

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.**

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.

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 tardiest through conferences, telephone calls, e-mails, letters, notices, or progress reports. School officials shall address such issues through the following: student-teacher conferences, parent/guardian/caregiver conferences, support personnel assistance (school nurse, counselor, social worker, administrator, and care team), Family Court referrals, and/or hotline calls to the Children's Division of the Missouri Department of Social Services (for students under age 16).

2. Teacher Responsibilities

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

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

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

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

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

3. Parent/Guardian/Caregiver Responsibilities

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

4. Enrollment Status of Absent Students

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

5. Communication to Parents/Guardians/Caregivers

Each new student and their parents/guardians/caregivers, upon initial entry into the Ferguson-Florissant School District, shall receive a copy of this policy. Otherwise, the

policy will be published annually on the District's website and made available to each family upon request. Building attendance procedures, which must be consistent with this policy, will be communicated to students and parents/guardians/caregivers annually.

6. Implementation

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

Truancy

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

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

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

Level 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.
(Repeated offenses may escalate interventions and responses to the next level).

Skills-Based Supports

Restorative Practices

School Staff Supports

- 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

- [Affective language and affective statements](#)
- [Impromptu conversation](#)
- [Community building circle](#)
- [Problem solving circle](#)
- [Student facilitated problem solving circle](#)

- 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		
<ul style="list-style-type: none"> · Using a cell phone during class · Significant classroom disruption · Minor property damage · Frequent tardiness · Inappropriate social network content 		
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		

PreK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade
<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
<ol style="list-style-type: none"> 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
<ul style="list-style-type: none"> · Threats/intimidation · Bumping into an adult during a student conflict · Major classroom disruption · Lower Level Fighting · Theft of student’s personal property, minor · Bus safety issue, minor

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.
- (Repeated offenses may escalate interventions and responses to the next level).

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/or alternative 	<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

Repeated harrasment over social media · Possession of drug paraphernalia · Theft or vandalism over \$500, major · Higher Level Fights where students do not stop after verbal command · Using hate speech · Physical Aggression causing injury which requires medical care for others

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.
- (Repeated offenses may escalate interventions and responses to the next level).

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

PreK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade
<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 or look alike weapon possession or use which does create a safety issue
- Intentional Infliction of severe bodily harm causing grave risk of death or serious physical injury
- Sexual assault
- Arson
- Bomb threats
- Drug or alcohol use, under the influence, sale/intent to sell

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.
 6. For substance abuse related offenses, the student's Parent or guardian is responsible for enrolling and verifying the student's participation in a district approved substance abuse program (which would allow the student to participate in the program and attend school concurrently).
- (Repeated offenses may escalate interventions and responses to the next level)

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 Restoration Room /ISS or alternative · 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:	Level 2:	Level 3:	Level 4:	Level 5:
Behaviors disruptive to the school environment of self and/or others.	Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Repeated or significant Level Three infractions. Behaviors that implicate safety.	Behaviors identified as expellable offenses.

- 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	LEVEL	LEVEL	LEVEL	LEVEL
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	1	2	3	4	5
ACADEMIC DISHONESTY					
<p>Cheating: involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise.</p> <p>Examples of cheating includes but is not limited to:</p> <ul style="list-style-type: none"> • Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material. • Using a calculator when its use has been disallowed. • Collaborating with another student or students during an academic exercise without the consent of the instructor. <p>Plagiarism: The use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own requires appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:</p> <ul style="list-style-type: none"> • Word-for-word copying of another person's ideas or words. • The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work). • The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory). • Fabrication of references (inventing or counterfeiting sources). • Submission of another's work as one's own. • The use of artificial intelligence without citation or teacher expressed consent. 	•	•	Not available as an option	Not available as an option	Not available as an option
ALCOHOL					
Consuming, being under the influence of, possessing, or distributing alcohol.	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
<p>Policy #3048</p> <p>The Board recognizes its share of responsibility for the health, welfare, and safety of the students who attend the Ferguson-Florissant School District. Therefore, the use, sale, transfer, possession of or being under the influence of alcoholic beverages or controlled substances is prohibited 1) on any school property, 2) on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; or 3) off school property at any school sponsored or school approved activity where students are under the jurisdiction of the school district.</p>					

For the purpose of this policy, a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, Section 195.010, RSMo., and in schedules I, II, III, IV, and V in section 202 (c) of the Controlled Substances Act, 21 U.S.C. 812 (c)

ARSON

Willfully and deliberately starting or attempting to start fires.

Not available as an option

Not available as an option

Not available as an option

Not available as an option

•

BULLYING

“Bullying” is 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.

Not available as an option

Not available as an option

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BUS BEHAVIORS

ANY behavior that interferes with the safe operation of the bus, thus putting the lives of the driver, students, pedestrians, and other drivers at risk.

This includes but is not limited to:
 *yelling, moving seats, throwing objects out the window, opening the emergency exit, having ANY body part outside the bus window, moving about the bus or standing while the bus is moving.

Not available as an option

Not available as an option

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Policy #3048

The Board recognizes its share of responsibility for the health, welfare, and safety of the students who attend the Ferguson-Florissant School District. Therefore, the use, sale, transfer, possession of or being under the influence of **alcoholic beverages** or controlled substances is prohibited 1) on any school property, 2) on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; or 3) off school property at any school sponsored or school approved activity where students are under the jurisdiction of the school district.

For the purpose of this policy, a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, Section 195.010, RSMo., and in schedules I, II, III, IV, and V in section 202 (c) of the Controlled Substances Act, 21 U.S.C. 812 (c)

INAPPROPRIATE COMPUTER/ELECTRONIC DEVICE USAGE

<p>Intentional unauthorized use of computers, personal devices, or other electronic devices which is not in accordance with the District Technology Agreement</p> <p>See Ferguson-Florissant School District Technology Expectations PBIS Matrix.</p>	<p>Not available as an option</p>	<p>•</p>	<p>•</p>	<p>•</p>	<p>Not available as an option</p>
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Behavior Examples: Definitions and Level Response Options

<p>Level 1: Behaviors disruptive to the school environment of self and/or others.</p>	<p>Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.</p>	<p>Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.</p>	<p>Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.</p>	<p>Level 5: Behaviors identified as expellable offenses.</p>
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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

CONTROLLED SUBSTANCES

Refers to prescription medication - not illegal drugs such as marijuana - includes possession or use of own or someone else's prescription medication such as Ritalin (or other stimulants), OxyContin (or other pain medications), or other medications such as antidepressants, tranquilizers, or barbiturates.

Policy #3048

The Board recognizes its share of responsibility for the health, welfare, and safety of the students who attend the Ferguson-Florissant School District. Therefore, the use, sale, transfer, possession of or being under the influence of alcoholic beverages or **controlled substances** is prohibited 1) on any school property, 2) on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; or 3) off school property at any school sponsored or school approved activity where students are under the jurisdiction of the school district.

For the purpose of this policy, a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, Section 195.010, RSMo., and in schedules I, II, III, IV, and V in section 202 (c) of the Controlled Substances Act, 21 U.S.C. 812 (c)

<p>· Using, possessing, being under the influence of controlled substances</p>	<p>Not available as an</p>	<p>Not available as an</p>	<p>Not available as an</p>	<p>•</p>	<p>•</p>
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	option	option	option		
· Distributing or selling, including intent to sell controlled substances	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

DAMAGE TO SCHOOL PROPERTY

Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner

Minor Damage	•	•	Not available as an option	Not available as an option	Not available as an option
Significant Damage	Not available as an option	Not available as an option	•	•	•

DISRUPTIVE BEHAVIORS

Anything that takes away from teacher-directed focus of the classroom and/or interferes with the overall learning environment	•	•	•	Not available as an option	Not available as an option
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DRESS CODE VIOLATION

Wearing clothing or items inconsistent with school dress code policy. Repeated (to do or say again) incidents can result in higher level consequences. Include SEC reference page number i.e. SEE page 12 for district dress code policy.	•	•	•	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.

- Possession of drug paraphernalia	Not available as an option	Not available as an option	Not available as an option	•	•
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· Using, possessing, admission of being under the influence of drugs	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•
· Distributing or selling, including intent to sell	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

Policy #3048

The Board recognizes its share of responsibility for the health, welfare, and safety of the students who attend the Ferguson-Florissant School District. Therefore, the use, sale, transfer, possession of or being under the influence of alcoholic beverages or **controlled substances** is prohibited 1) on any school property, 2) on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; or 3) off school property at any school sponsored or school approved activity where students are under the jurisdiction of the school district.

For the purpose of this policy, a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, Section 195.010, RSMo., and in schedules I, II, III, IV, and V in section 202 (c) of the Controlled Substances Act, 21 U.S.C. 812 (c)

ELOPING					
Leaving school grounds without authorization	•	•	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 Due to the safety concerns of students not being in assigned areas, repeated (to do or say again) incidents can result in higher level consequences.	•	•	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	•	•	•

Behavior Examples: Definitions and Level Response Options

<p>Level 1: Behaviors disruptive to the school environment of self and/or others.</p>	<p>Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.</p>	<p>Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.</p>	<p>Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.</p>	<p>Level 5: Behaviors identified as expellable offenses.</p>
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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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FIGHTING

3043.1 THREATS OR VIOLENCE BY STUDENTS

The Ferguson-Florissant School District has established a policy of zero tolerance toward threats or violence. A student may not threaten other students or staff. A student may not cause, attempt to cause or behave in a way that could cause physical injury to anyone; this includes starting a fight or responding by fighting.

Threats or acts of violence will be dealt with by excluding students from schools according to the Student Expectation Code and the Missouri Safe Schools Act.

Off-campus misconduct is subject to District disciplinary policies when the off-campus behavior, including issues arising from the use of social media, is shown to 1) pose a threat to the general safety, welfare, or discipline of the students or staff, or 2) where the principal can establish a nexus between the off-campus misconduct and a material and substantial disruption of the work and discipline of the school, to the extent permitted by law.

Any student who is threatened or physically assaulted should immediately leave the scene and report to a staff member.

Students who have been referred to the police for making a threat will be requested to complete a risk assessment.

<p>When two or more persons mutually participate in use of force or physical violence.</p>	•	•	•	•	•
<p>Lower-level fights (involving two or more people as aggressors) including pushing,</p>	Not available as an option	•	•	Not available as an option	Not available as an option

shoving, or altercations that STOP on verbal command.					
Higher level fights, including but not limited to hitting, punching, slapping, grabbing, pulling, body slamming, tripping, kicking, and pinching. These altercations DO NOT STOP after repeated (requesting multiple times) verbal commands by school personnel.	Not available as an option	Not available as an option	Not available as an option	●	●

HARASSMENT

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

· Touching another individual including, but not limited to: hitting/kicking/pushing, spitting (cross-reference, Bullying)	Not available as an option	●	●	Not available as an option	Not available as an option
· Making physical contact with an adult in a manner which causes minor injury (outside medical care is	Not available as an option	Not available as an option	●	●	Not available as an option

not required)					
<ul style="list-style-type: none"> · Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury · Unintentional bodily harm caused by extreme physical aggression. Medical care is required. 	Not available as an option	Not available as an option	Not available as an option	•	•
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	•	•

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. Repeated incidents (to do or say again) can result in higher level consequences.	•	•	•	Not available as an option	Not available as an option

OUT OF ASSIGNED AREA					
Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission. Repeated incidents (to do or say again) can result in higher level consequences.	•	•	Not available as an option	Not available as an option	Not available as an option

PYROTECHNICS					
Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, and smoke/stink bombs	Not available as an option	Not available as an option	•	•	•

SEXUAL ASSAULT					
The term sexual assault refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault including but not limited to Attempted rape, Fondling or unwanted sexual touching, Forcing a victim to perform sexual acts (such as oral sex or penetrating the perpetrator's body), etc.	Not available as an option	Not available as an option	Not available as an option	•	•

SEXUAL HARASSMENT					
Sexual Harassment refers to unwanted and unwelcome behavior, communication or gesture(s) of a sexual nature or notes about sexual acts, which continues after student is made aware that the sexual harassment is unwanted.	Not available as an option	Not available as an option	•	•	•

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,	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with	Level 4: Repeated or significant Level Three infractions. Behaviors	Level 5: Behaviors identified as expellable offenses.

	staff, volunteer, etc.	safety equipment.	that implicate safety.	
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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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SEXUAL MISCONDUCT

Acts of sex or simulated acts of sex including, but not limited to groping, fondling, intercourse, masturbation, oral, and manual stimulation.	Not available as an option	Not available as an option	Not available as an option	•	•
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SKIPPING CLASS

Any absence from class that is not authorized by the teacher or the school personnel. Due to the safety concerns of students not being in assigned areas, repeated incidents (to do or say again) can result in higher level consequences.	•	•	•	Not available as an option	Not available as an option
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THEFT

Intentional use or taking possession of another's property without permission or rightful claim.	•	•	•	Not available as an option	Not available as an option
Levels can increase based on the value of the object and repetition of behavior	Not available as an option	Not available as an option	Not available as an option	•	•

THREAT / INTIMIDATION

3043.1 THREATS OR VIOLENCE BY STUDENTS

The Ferguson-Florissant School District has established a policy of zero tolerance toward threats or violence. A student may not threaten other students or staff. A student may not cause, attempt to cause or behave in a way that could cause physical injury to anyone; this includes starting a fight or responding by fighting.

Threats or acts of violence will be dealt with by excluding students from schools according to the Student Expectation Code and the Missouri Safe Schools Act.

Off-campus misconduct is subject to District disciplinary policies when the off-campus behavior, including issues arising from the use of social media, is shown to 1) pose a threat to the general safety, welfare, or discipline of the students or staff, or 2) where the principal can establish a nexus between the off-campus misconduct and a material and substantial disruption of the work and discipline of the school, to the extent permitted by law.

Any student who is threatened or physically assaulted should immediately leave the scene and report to a staff member.

Students who have been referred to the police for making a threat will be requested to complete a risk assessment.

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	•	•	•
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TOBACCO

Sale, possession, or use of a tobacco based or look alike product such as but not limited to electronic cigarettes.	•	•	•	Not available as an option	Not available as an option
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TRESPASSING

Entering or assisting any other person to enter a District facility without authorization; violating the conditions of a suspension, expulsion, or other disciplinary consequence.	Not available as an option	Not available as an option	•	•	•
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TRUANCY

Absence from school without the knowledge and consent of a parent/guardian/caregiver and the school administration.	•	•	•	Not available as an option	Not available as an option
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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,	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with	Level 4: Repeated or significant Level Three infractions. Behaviors	Level 5: Behaviors identified as expellable offenses.
--	---	--	---	---

	staff, volunteer, etc.	safety equipment.	that implicate safety.		
<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: may only require reconditioning, and typically does not compromise the ability to utilize the object/item	•	•	Not available as an option	Not available as an option	Not available as an option
Significant Damage: Damage that causes an item to break or become unusable or requires repair in order to become usable or operable.	Not available as an option	Not available as an option	•	•	•
VERBAL CONFLICT					
Mutual antagonistic use of inappropriate language between two or more parties in an aggressive and disruptive manner may typically include but is not limited to: insults, profanity					
Lower level: students STOP when prompted by school personnel	•	•	Not available as an option	Not available as an option	Not available as an option
Higher Level: students IGNORE verbal prompts to stop by school personnel and continue exacerbating and escalating the verbal altercation.	Not available as an option	Not available as an option	•	•	Not available as an option
WEAPON					
· Possession or use of a look-alike or toy weapon, firearm, explosive, or ammunition for incidents in which weapon possession or intent does not create a safety issue but DOES create a disruption to the learning environment. (ex: water gun, nerf	Not available as an option	Not available as an option	Not available as an option	•	Not available as an option

gun) SW					
· Possession or use of a look-alike or toy weapon, firearm, explosive, or ammunition for incidents in which weapon possession or intent DOES create a safety issue (ex: airsoft, BB gun)	Not available as an option	Not available as an option	Not available as an option	•	•
· Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury	Not available as an option	Not available as an option	Not available as an option	Not available as an option	•

3049 WEAPONS IN SCHOOL

The Board 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 reenactor to carry a Civil War era weapon on school property for educational purposes so long as the firearm is unloaded.

This policy will be submitted annually to the State Department of Elementary and Secondary Education along with a report indicating any suspensions or expulsions resulting from the possession or use of a firearm as defined in 18 U.S.C. 921. The report will include the name of the school in which the incidents occurred, the number of students suspended or expelled and the types of weapons involved.

Acknowledgments

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

Committee and Subcommittee Chairs

Dr. Jane Crawford - Asst. Supt. of Support Services
 Dr. Michaela Thomas - Home School Liaison
 Stoney Withers - Home School Liaison
 Dr. Colette Higgins - MTSS Coordinator
 Lisa Everett - Subcommittee Chair
 Stephanie Fomera - Subcommittee Chair
 Dr. Ben Eye - Subcommittee Chair
 Stephanie Martin - Subcommittee Chair
 Kemba Metropoulos- Subcommittee Chair
 Ashanti Moorehead - Subcommittee Chair
 Jontae Govan - Subcommittee Chair
 Carol Jannick – Office Professional

FFSD School Board Representatives:

Dr. Paulette-Thurman
 Dr. Kevin M. Martin
 Dr. Sheila Powell-Walker
 Mrs. Jillian Dunn

At-Large Representatives:

Vershaun Howze
 Frank Williams
 Taylor Cameron
 Angela Turigliatto
 Rebecca Lee
 Isaiah Melendez
 Nicolette Andre-Dodson

Todd Oberlin
 Sheila Carves
 Bobby Hughes
 Erin Bond
 Donald Frazier
 Dana Bell
 Kevin Hampton
 Robert Shaw
 Andrew Neiner
 Janel Smith
 Leo Ganahl
 Kurtis Downing
 Paul Merioles
 Shannon Tuggle
 Kelli Ward

Bennett Wilkins
 Dr. Chris Ries
 Suzette Simms
 James Larrew
 Tangie Francwar
 Dr. Laurie Zaleuke
 Apryll Mendez
 Derek Bridges
 Tina Leaderbrand
 Pam Burroughs
 Dr. Malinda Ice
 John Capuano
 Dr. Amanda Eye
 Staci Wadlington
 Darby Dachroeden

Phillip Bayha
 Tonia Goodwin
 Shanise Terrell
 David Goodman
 Dr. Cedric Gerald
 Michael Bardgett
 Dr. Deanna Kitson
 Eric Harris
 Matthew Mooney
 David Kruszka
 Anna Lind
 Jaqueline Waters
 Samohya Stallons

“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 2022-2023 Student Expectation Code.

Student Name Date

Parent/Guardian/Caregiver Signature Date

School: _____ Grade: _____