

St. Louis Language Immersion School Trauma-Sensitive Code of Conduct

Discipline Policy

Philosophy

It is the goal of the St. Louis Language Immersion School to provide a positive educational environment for every student. The Student Code of Conduct is to be implemented in a fair and equitable manner, which is mindful of the rights of students as well as the security, safety, and educational interests of the school. The Student Code of Conduct will not tolerate conduct that endangers the safety of the school and/or disrupts the educational experience for other students with the recognition that students of different grades and ages are at different developmental levels, thus their behavior will be different and may call for different interventions and consequences.

Inherent in any discipline policy is the issue of balancing the needs of the individual with the needs and interests of the school at large. Our policy seeks to be child-centered and compassionate; therefore, this Trauma-Sensitive Code of Conduct recommends consequences that take into account the age, maturity, and past experiences of the student/s involved, as well as other mitigating circumstances.

Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. SLLIS schools should minimize the use of out-of-school suspensions, referrals for expulsion, and referrals to law enforcement, to the extent practicable. Rather, SLLIS schools will approach discipline with a trauma-sensitive lens by utilizing restorative practices that encourage students to use conflict resolution and self-reflection strategies in order to help each student become a responsible citizen.

Applicability

The Code of Conduct will apply to all students in attendance in district instructional and support programs as well as at school-sponsored activities. Off-campus misconduct that adversely affects the educational climate will also be subject to these policies, regulations, and procedures. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

SLLIS assures that the Code of Conduct is applied to students with disabilities in accordance with the procedures outlined in the Individuals with Disabilities Education Act (IDEA). All approaches will be consistent with the student's Individualized Education Plan (IEP) or 504 Student Accommodation Plan and will take into account their unique needs and abilities. A copy of the IDEA Procedural Safeguards can be obtained from the Director of Diverse Learners & Federal Programs or the district website: www.sllis.org.

The Board has legal authority to make all needed policies, rules, and regulations for organizing and governing SLLIS. This Code of Conduct is not an exclusive listing of actions that would necessitate consequences and additional support from SLLIS staff. Misconduct that is not specifically listed in this code may warrant discipline up to and including expulsion from school.

SLLIS will make reports to the appropriate agencies regarding student behavior, in accordance with applicable law, including, but not limited to, MO. Rev. Stat. § 167.171. SLLIS is prohibited from releasing the names of students involved in discipline incidents to anyone other than their responsible family members.

Positive Behavior Interventions & Support

We believe in teaching our students to behave well on their own and to take responsibility for their negative behaviors. During the early elementary years this involves significant direct teaching about desired behaviors, consistent modeling, and reminders about desired behaviors, and acknowledgement and recognition of those behaviors in all students.

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our goal is to meet the needs of children experiencing academic and social difficulties in school.

At SLLIS we use a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The framework is called Positive Behavior Interventions and Support (PBIS) or Schoolwide Positive Behavior Support (SW-PBS).

PBIS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. PBIS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools, and supported by a three-tiered model.

A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations but are never acknowledged for their positive behavior. Through instruction, comprehension, and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching, not just punishment.

The PBIS model is a research-based strategy that is supported by the state of Missouri and the federal Department of Education. The three-tiered approach reduces problem behavior as a barrier to student achievement. Our PBIS school teams have developed a documented discipline system that is integrated with this Code of Conduct. When problem behavior occurs, students are provided a full continuum of supports to address the behavior. If students do not respond, the intensity of the support increases. Most problem student behaviors either have an academic or social base. Properly addressing the root cause of behavior can prevent student failure later in life.

For more information on PBIS, please consult Missouri's Center for Schoolwide Positive Behavior Support at <http://pbissmissouri.org>.

SLLIS administrators consult with PBIS and other student support specialists regularly to support teachers and students to extinguish inappropriate behaviors and encourage positive behaviors.

As needed, the Principal or Designee will initiate written Behavior Intervention Plans with parent input and support.

Trauma-Sensitive Discipline

Childhood trauma has been conceptualized as a response to a negative external event or series of events which render a child “temporarily helpless” and surpass the child’s ordinary coping skills. Childhood trauma can result from a wide range of experiences, and a child’s response to these potentially traumatizing events will vary depending the characteristics of the child, (i.e., age, developmental level, personality, intelligence, or prior trauma history), environment (i.e., school and family supports), and experience (i.e., relationship to perpetrator).

Schools that understand the educational impacts of trauma can become safe, supportive environments where students make the positive connections with adults and peers they might otherwise push away, calm their emotions so they can focus and behave appropriately, and feel confident enough to advance their learning—in other words, schools can make trauma sensitivity a regular part of how the school is run. Trauma sensitivity will look different at every school. However, a shared definition of what it means to be a trauma-sensitive school can bring all stakeholders together around a common vision.

We define the core attributes of a trauma-sensitive school to include the following:

- A shared understanding among all staff that adverse experiences in the lives of children are more common than many of us ever imagined, that trauma can impact learning, behavior, and relationships at school, and that a “whole school” approach to trauma-sensitivity is needed.
- The school supports all children to feel safe physically, socially, emotionally, and academically.
- The school addresses students’ needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being.
- The school explicitly connects students to the school community and provides multiple opportunities to practice newly developing skills.
- The school embraces teamwork and staff share responsibility for all students.
- Leadership and staff anticipate and adapt to the ever-changing needs of students.

For more information on Trauma-sensitive Schools, visit <http://traumasensitiveschools.org/>.

For information on different types of trauma children experience, visit http://www.nctsn.org/nctsn_assets/pdfs/CWT3_SHO_Definitions.pdf.

For more information on trauma-sensitive work in St. Louis, visit <http://www.aliveandwellstl.com/>.

Trauma-sensitive discipline does not eliminate consequences for behavior issues. Rather, consequences are directed toward repairing damage caused by the behavior, addressing unmet needs, and restoring relationships. Trauma-sensitive discipline also takes into account what supports the student needs to reduce the chances of recurrent problems. These systems recognize that punishment and other fear-based interventions rarely prevent problems from reoccurring.

It is our belief that the most effective way to change student behavior is to reinforce and maximize appropriate conduct. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community.

This Code of Conduct outlines general guidelines that administrators can use when determining consequences for a student. In each case, the administrator will talk to the student and other involved parties and make a determination that takes into account the best opportunity for the student to learn from the experience, grow, and make a safer choice the next time they are in a similar situation.

Consequences

Determining the Consequences

School administrators should keep the following goals in mind when determining the consequences for student behavior:

- The age and developmental level of the student
- The consequence should focus on what is to be learned, not what is to be punished
- The consequence should help the child reflect on her/his behavior
- The consequence should be timely and appropriate to the level of seriousness of the behavior.

Consequence Ranges

All possible ranges of consequences for specific behaviors found below are in accordance with the Missouri Safe Schools Act. A SLLIS administrator may suspend a student for a period not to exceed 10 school days. The Superintendent may suspend students for a period not to exceed 180 days. Parents may appeal a Superintendent's suspension to the Board of Directors.

Disciplinary Offenses and Penalties Chart

Level 1/Minor Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<ol style="list-style-type: none"> 1. Engaging in pranks which do not endanger persons or property 2. Throwing food or objects 3. Disrupting class, including but not limited to electronic devices 4. Using a cellular phone or mobile device while in school or while attending any school-sponsored function on or off school property 5. Leaving a classroom without permission 6. Turning off hallway, classroom, or stairwell lights 7. Improper use of school entrance and exit doors 8. Entering or remaining in a classroom, in a school building, or on the grounds without an authorized purpose 9. Blocking or interfering the flow of traffic in corridors 10. Displaying inappropriate 	<ul style="list-style-type: none"> • Student-teacher conference • Student may be removed from classroom by teacher to buddy room (90 minute maximum) • Administrator may warn student and send notice to parent • Administrator may assign student to detention • Administrator may assign student to in-school suspension (ISS) for a period not to exceed three (3) school days • For cell phone and mobile device use, the administrator can confiscate and return the device at the end of the day and warn that repeated offenses may result in cell phone privileges being revoked • Individual schools may have additional consequences based on their PBIS implementation process 	<ul style="list-style-type: none"> • Teach/re-teach behavioral expectations • Increase rate of acknowledgements (4:1 positive feedback) • Conflict resolution • Short-term behavior monitoring • Parent outreach • Referral to school supportive services (i.e. social worker, counselor, etc.) • Develop individual behavior contract • Referral to Tier 2/Check-In/Check-Out (CICO), if behaviors persist • Recommendation of referral to community-based mental health services

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Level 2/Major Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<ol style="list-style-type: none"> 1. Sounding or reporting a false emergency alarm 2. Cheating & Plagiarism 3. Fighting 4. Intentionally threatening another person with physical injury or property damage 5. Directing profane, vulgar, or disrespectful language at school staff members or other students 6. Disrupting the educational process in an area other than a classroom 7. Physical aggression towards a staff member or student 8. Harassing conduct, written or verbal conduct, directed at a person because of her/his sex, perceived gender, race, ethnicity, or sexual preference 9. Stealing, damaging, or defacing school property or the property of others 10. Vandalism 11. Violating emergency evacuation regulations 12. Leaving school building or school grounds without permission 13. Engaging in inappropriate sexual 	<ul style="list-style-type: none"> • Student-teacher and/or administrator parent conference • Student may be removed from class • Student will repair, restore, or provide restitution for any damaged or stolen property • Administrator may assign in-school suspension for a period not to exceed five (5) school days • Administrator may require student to serve detention • Administrator may suspend the student out-of-school if violation causes a “serious educational disruption” or in the event of repeated, aggravated, or flagrant offenses 	<ul style="list-style-type: none"> • Teach/re-teach behavioral expectations • Increase rate of acknowledgements (4:1 positive feedback) • Parent outreach • Referral to school support staff • Referral to individual and/or group counseling • Conflict resolution • Develop individual behavior contract • Short-term behavior monitoring plan • Referral to Tier 2/CICO • Develop Functional Behavior Assessment (FBA) • Referral to Student Success Team • Referral to community-based mental health services • Referral to appropriate substance abuse counseling services

<p>behavior</p> <p>14. Being found with any type of paraphernalia normally associated with the use of drugs, e.g. tobacco rolling papers, bong, clips, pipes and needles</p> <p>15. Smoking on school grounds/school buses</p>		
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Level 3/Major Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<ol style="list-style-type: none"> 1) Using threats or force to make other persons give up money or property they have a right to possess 2) Stealing school property or the property of others by using force against another person 3) Starting a fire or causing an explosion with intent to damage school or personal property 4) Intentionally causing serious injury or physical assault to another person 5) Threatening or assaulting a staff member 6) Engaging in violent conduct that intentionally or recklessly causes physical injury or substantial property damage 	<ul style="list-style-type: none"> • Student may receive up to 180 days of out-of-school suspension • Student may be required to repair, restore, or provide restitution for damaged or stolen property • Administrator may refer student for expulsion • Student may be referred to appropriate social service agency when drugs/alcohol are involved • Administrator will report any felonies to the appropriate law enforcement agency, as per RSMo 160.261.2. 	<ul style="list-style-type: none"> • Teach/re-teach behavioral expectations • Increase rate of acknowledgements (4:1 positive feedback) • Conflict Resolution • Short-term behavior monitoring plan • Develop individual behavior support plan • Parent outreach • Referral to school support staff and/or individual counseling • Referral to Student Success Team • Develop/modify Functional Behavior Assessment (FBA) • Develop/modify Behavior Intervention Plan (BIP) • Community service project within school • Referral to community-based mental health services • Referral to

<ul style="list-style-type: none"> 7) Sexual assault 8) Hazing 9) Possession of any controlled substance without the intent to sell 10) Possessing any firearm, knife, explosive, or other dangerous object 		<p style="text-align: center;">appropriate substance abuse counseling services</p>
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Discipline Hearings

SLLIS may originate student discipline hearings upon recommendation of the Principal/designee. In such cases, the Board will review the Principal's/designee's report and determine whether to conduct a discipline hearing. In addition, student discipline hearings will be held upon written request of the student or the student's parents to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the Head of School/designee, the parent/guardian waives, in writing, the right to an expulsion hearing. Students who have been identified as protected under IDEA will receive all of the extensions in consideration and deliberation of expulsion as required by law.

Readmission Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with school 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 or guardian of the student or any agency having legal jurisdiction, care, custody, or control of the student. The Board shall notify, in writing, the parents or guardians 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.

Acts of School Violence

Acts of school violence, meaning the exertion of physical force by a student with the intent to do serious physical injury, as defined in RSMo 556.061, to another person while on school property, the school bus, or while involved in school activities, will be reported 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 by school administrators as stated in RSMo 160.261.2.

If a student's individualized education program is related to demonstrated or potentially violent behavior, that portion of the student's IEP shall be provided to any teacher or

other school employees who are directly responsible for the student's education or who otherwise interact with the student on an educational basis while acting within the scope of their assigned duties.

Seclusion and Restraint Policy

SLLIS values the uniqueness of each student and recognize the need to support students differently in some situations. However, when behavioral crisis intervention is needed, SLLIS personnel will protect the safety, health, and welfare of all students, staff, and others in the school setting and maintain a safe and orderly environment for learning will employ standard procedures.

Applicability of this Policy

This policy applies to all district personnel as defined in this policy. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program in which they work. This policy is not intended to prevent a law enforcement officer from exercising appropriate police authority either when attempting to prevent a criminal act from occurring or when responding to a criminal act.

Positive Behavioral Interventions and Supports (PBIS)

SLLIS implements a positive behavioral support framework within which appropriate social behaviors are expected, modeled, and taught to all students. A continuum of positive interventions is available within our schools for all students.

A. Prevention and Early Intervention Strategies

SLLIS staff will implement prevention and early intervention strategies that assist students in acquiring and demonstrating the behavioral expectations of our schools and to reduce the likelihood that student behaviors will escalate to a point where crisis intervention strategies are required. Prevention and early intervention strategies typically include:

1. Teaching and modeling universal behavioral expectations
2. Frequent recognition and specific feedback for appropriate
3. Prompting
4. Active listening
5. Encouragement
6. Problem solving
7. Clarification expectations
8. Redirection
9. Restructuring of the classroom environment
10. Social skill instruction
11. Sensory supports

B. Intervention Strategies – Non-Physical Interaction

SLLIS staff members are expected to intervene as soon as a student's behavior begins to escalate in order to reduce the likelihood that a behavior crisis will occur. Typical intervention strategies that do not require physical interaction with the child include:

1. Non-verbal de-escalation techniques, including the use of behavior, proximity or personal space and body language (facial expressions, signals, gestures, posture, and movement).
2. Verbal de-escalation techniques involving the use of quiet tone and volume, slow and calm rate of speech, redirection, and verbal reminders of the expected behaviors.
3. Time-out provided as a brief removal from sources of reinforcement within the classroom until the student is ready to return to the classroom group.

C. Crisis Intervention Strategies – Physical Interaction

When a student's behavior continues to escalate to a crisis level, a variety of SLLIS-approved crisis intervention strategies that involve physical interaction between staff members and student(s) could be required to protect the safety, health, and welfare of all students and staff.

1) Isolation

Isolation shall only be used under the following conditions:

- After de-escalation has failed
- In an emergency situation as defined in this section
- With parental approval, as specified in a student's Individualized Education Program (IEP), Section 504 plan, or behavior intervention plan

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety is significantly compromised; in which case technology supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated based on the age of the child and circumstances, and is not to exceed 30 minutes without a reassessment of the situation and consultation with parents and the administrative staff, unless otherwise specified in an IEP, Section 504 Plan, or behavior intervention plan.
- The space in which the student is placed should be a typically sized meeting or classroom commonly found in the school.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

2.) Physical Restraint

Physical restraint shall only be used:

- In an emergency situation
- When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations
- When otherwise specified in an IEP, Section 504 Plan, or other parentally-agreed upon plan to address a student's behavior

Physical Restraint shall:

- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat of the student, which restricts breathing
- Only be done by school personnel trained in the proper use of restraint

SLLIS personnel who use physical restraint shall only use restraint models in which they received SLLIS-approved training. School personnel who use physical restraint may only do so in the presence of at least one (1) additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation. In such cases, adult assistance should be called for immediately.

3.) Mechanical Restraint

Mechanical restraint shall never be used by SLLIS personnel with the following exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations
- Devices used to prevent self-injurious behaviors, such as a helmet or elbow immobilizer, shall be used with parent approval in consultation with the IEP, 504, or behavior intervention plan.

4.) Chemical Restraint

Chemical restraints are prohibited and shall never be used by SLLIS personnel.

5.) Seclusion

Seclusion means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware and is prohibited and shall never be used by SLLIS personnel.

6.) Aversive Interventions

Aversive interventions, including corporal punishment, are prohibited and shall never be used by district personnel.

School Personnel Training for Seclusion and Restraint

SLLIS shall ensure that all school personnel are trained annually on the requirements of this policy and procedures involving effective behavior management.

A. Level 1 Training

Level 1 training is for all school and department personnel. Level 1 training shall include the following:

1. Specific information about how students process and react to information differently.
2. Continuum of prevention techniques, including classroom universal, environmental, and sensory supports and techniques.
3. Continuum of de-escalation techniques.
4. Information about this policy, including incident documentation and crisis intervention follow-ups/notification.

B. Level 2 Training

Level 2 training is for school personnel authorized to utilize isolation and/or restraint procedures. The training shall include all of Level 1 training plus annual refresher training on:

1. Safe physical restraint techniques.
2. Recommended methods to explain the use of restraint to the student who may require restraint procedures and to the individual student's family.

Students with Disabilities

The foregoing policy applies to all students. However, if the IEP team determined, and the parent consents, that a form of restraint or isolation may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint or isolation must be limited to what is set forth in the IEP or Section 504 plan. If the IEP or Section 504 plan permits use of restraint or isolation, it must also contain a plan to eliminate the need for their use. Before adding the use of restraint or isolation to an IEP or Section 504 Plan, the student must have undergone appropriate assessments including, but not limited to, a formal functional behavior assessment, and a positive behavior intervention plan should be developed.

Corporal Punishment

It is the policy of SLLIS that no person employed by or volunteering for SLLIS shall administer or cause to be administered corporal punishment upon a student attending SLLIS. SLLIS defines corporal punishment as the intentional infliction of physical pain as a method of changing behavior. It may include, but is not limited to, methods such as hitting, slapping, punching, kicking, pinching, shaking, use of various objects (paddles, belts, sticks, or others), or painful body postures

A staff member may, however, use reasonable restraint against a student without advance notice to SLLIS school administrators, if it is essential for self-defense or for the protection of other persons or the property of SLLIS.

Glossary of Terms

1. **Alcohol** - *Any intoxicating liquid*

2. **Assault** - *Using force with the intention to cause injury or harm to another; or attempting to cause injury or harm to another; or placing another in apprehension of harm or injury. Assault may occur directly or indirectly and by conduct and/or words. Attempting to kill or cause serious physical injury to another (e.g., an injury that necessitates attention in the emergency room or hospital).*
3. **BIP** - *A Behavior Intervention Plan is a highly specialized individual plan for a student to facilitate positive behavioral changes.*
4. **Bullying** - *Repeated intimidation, harassment, and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to, physical violence, verbal taunts, name-calling, put-downs, threats, extortion or theft, and damaging property. Bullying may occur in writing, verbally, through physical actions, through telephone or other communication devices, or online (cyberbullying).*
5. **Cellular Devices** - *Cell phones, beepers, pagers, CD's, DVD's, memory cards, flash drives, video games, and other communication devices, including wireless network cards, are to be turned off and not displayed during classroom periods. CD or DVD players, MP3 players, video games and other electronic devices.*
6. **Cheating/Forgery** - *To attempt to obtain a better grade by misappropriating someone else's work, or to pass off another person's work or authorization as one's own. Regardless of grade level, this offense will result in the student's failing the assignment in question.*
7. **CICO** - *Check-In/Check-Out is a research-based behavioral intervention which provides enhanced opportunity for daily communication between a student, parent, and teacher. Students needing additional behavioral supports in meeting school-wide expectations participate through targeted reinforcement and positive attention from adults.*
8. **Confidentiality** - *School administrators, teachers, and support staff who hear confidential communications regarding students and staff may not disclose that information.*
9. **Confiscation** - *When there are reasonable grounds to believe that a student is in possession of drugs or other prohibited items , there is an obligation on the part of school personnel to search for and seize such drugs. Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs or other illegal items will be turned over to the police as soon as possible.*
10. **Consensual Sexual Touching** - *Engaging in consensual sexual touching of private parts while on school property, school buses, or at a school-sponsored activity on or off campus.*
11. **Consequences** - *The result or outcome of a student's action imposed when established rules and procedures have not been followed*

12. Dangerous Instrument - Any instrument, article or substance, which under the circumstances is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a vehicle

13. Deadly Weapon - Any weapon, whether loaded or unloaded, from which a shot may be discharged or a switchblade knife, gravity knife, billy club, blackjack, bludgeon or brass knuckles

14. Disparaging or Demeaning Conduct - Use of words or actions, whether verbal, written, pictorial or symbolic, that are meant to harass, upset or injure another person, or that actually harass, upset or injure another person. This category includes, but is not limited to, threats of violence or defamation of a person's character, race, religion, gender, or national origin.

15. Distribution - To give possession of a drug to another person whether or not for compensation

16. Drugs - Any form of alcohol, unauthorized inhalants, illegal drugs defined as substances identified under Schedules I, II, III, IV, or V in Section 202 of the Controlled Substances Act (including, but not limited to, narcotics, depressants, stimulants, hallucinogens, cocaine, methamphetamine, marijuana, and heroin), anabolic steroids, look-alike drugs, any item represented to be a drug, any item which by indicia and markings appears to be a drug, prescribed medication for which the student does not have a prescription from a licensed physician or dentist, and any other substance which impairs the student's ability to perform at school.

17. Drug Paraphernalia - Any object or device used, intended for use or designed for use in ingesting, inhaling, injecting or otherwise introducing controlled substances into the human body, (e.g. razor blades, bong, pipes, roach clips, tobacco rolling papers) or any object or container used, intended for use or designed for use in storing, concealing or distributing controlled substances

18. Drug Violation - The possession, distribution, sale, trade, transfer or use of drugs while on school premises or at any school-related activity on or off campus. Students who must take prescription drugs while at school are required to follow the provisions of SLLIS's policy on the administration of medication. Possessing otherwise legal prescription drugs in violation of that policy shall constitute a Drug Violation.

19. Emergency Suspension - Exclusion from school attendance and privileges for as long as the emergency exists, but no more than three (3) consecutive school days. An emergency shall mean a situation where the continued presence of the student in school poses a danger to persons/property or such a disruption of the educational process that a hearing cannot be effectively held prior to excluding the student from school.

20. Expulsion - Permanent exclusion from school attendance and privileges, as decided by the Board of Directors.

21. Extortion - Threatening or intimidating any person for the purpose of, or with the intent of, obtaining money or anything of value from that person.

- 22. False Alarm or Report** - *Communicating a false threat or report of present or future danger or harm. Examples include, but are not limited to, pulling a fire alarm when no emergency or fire exists, false 911 calls, bomb threats, shooting threats, threats of harming the occupants of the school, and threats of burning the school.*
- 23. FBA** - *A Functional Behavioral assessment is used for gathering information to understand the function (purpose) of the behavior in order to write an effective intervention plan*
- 24. Fighting** - *Mutual physical combat in which both parties have contributed to conflict either verbally or by physical action.*
- 25. Firearm** - *Any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer or any destructive device, including any explosive, incendiary, poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce, a mine or similar device or any weapon that will or may be converted to more than a half inch (1/2") in diameter*
- 26. Fire-Starting** - *Starting or attempting to start a fire or smoke, or causing or attempting to cause an explosion.*
- 27. Flammable or Combustible Materials or Devices** - *Students are prohibited from possessing and/or distributing flammable or combustible materials or devices. Examples include, but are not limited to, chemicals (other than school supplies used in a classroom, such as art), matches, fireworks, and lighters.*
- 28. Forced Sexual Touching** - *Sexually touching another's private parts while on school property, school buses, or at a school-sponsored activity on or off campus while using either physical force or threats of harm. This category also includes compelling a person to perform such sexual touching*
- 29. Hazing** - *Any activity that singles out or places a student in a ridiculous, humiliating, stressful, or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a class, grade level, student organization, or school-sponsored activity. Hazing may occur even when all involved are willing participants.*
- 30. Principal** - *Also referred to as the administrator; is responsible for the building, staff, students, and/or school-related activities.*
- 31. Hearing (Administrative)** - *A meeting with a school administrator where charges are made and an opportunity for explanation provided*
- 32. Hearing before the Board of Directors** - *Such a hearing is usually for consideration of a recommendation for expulsion of a student*
- 33. In-School Suspension** - *Procedure in which the assigned student spends the full day in a restricted area away from the rest of the students. During this experience, students will be properly supervised and supplied with work assignments.*

- 34. Inappropriate Sexual Touching** - *Inappropriate touching of private body parts, whether over or under clothing.*
- 35. Indecent Exposure** - *Inappropriate exposure of the undergarments or private body parts.*
- 36. Interventions** - *Strategies provided to students intended to produce positive change in behavior.*
- 37. Manifestation Determination Hearing** - *Is a hearing (meeting) to determine appropriate disciplinary action for a student with a disability. It must be held prior to a referral for expulsion or any change in placement for a student receiving specialized instruction.*
- 38. Martial Arts Weapon** - *A nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star*
- 39. Obscene Language, Actions, and/or Materials** - *Words or actions that describe sexual conduct and which, considered as a whole, appeal to a prurient interest in sex, portray sex in a manner offensive to school and/or community standards, and that do not have a serious literary, artistic, political or scientific value.*
- 40. Out-of-School Suspension** - *Exclusion from school attendance and privileges for a definite period not to exceed ten (10) consecutive school days if assigned by the Head of School. The President may suspend up to 180 days. Each day of suspension shall be considered a full day of excused absence.*
- 41. PBIS** - *Positive Behavior Interventions and Supports is a school-wide systems approach to discipline problems that emphasizes prevention, instruction on social skills, and data-based decision-making to reduce problem behavior and improve academic performance. PBIS consists of Scientific Research-Based Interventions. www.pbis.org or <http://pbismissouri.org/>*
- 42. Possession** - *Any possession which is unlawful under Missouri State Law, (e.g. holding or having on one's person or belongings the like or any drug or alcoholic beverage, which includes one's automobile, locker, backpack, carry case)*
- 43. Sexual Assault** - *Touching a student in any way to seek sexual advantage and/or sexually placing a student in reasonable apprehension of, and/or attempting to cause, physical injury.*
- 44. SST Team** - *A school-based team that makes recommendations on students who have been referred to the Student Success Team based on data available to determine appropriate instruction and supports and monitors students' progress. Tiers of supports are implemented to help students achieve grade level proficiency. The team may consist of the following school personnel: administrator, teachers, social worker, psychologist, counselor, academic interventionists, and instructional coaches.*
- 45. Tampering with or Damaging Property** - *Tampering with and/or willfully causing (meaning intentionally causes or acts with a substantial certainty of causing)*

damage to any property, real or personal property belonging to the school, staff or students.

46. Technology Misconduct - Attempting, regardless of success, to gain unauthorized access to a SLLIS technology system or information; to use SLLIS technology to connect to other systems in evasion of the physical limitations of the remote system; to copy SLLIS files without authorization; to interfere with the ability of others to utilize SLLIS technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or through SLLIS technology; or to evade or disable a filtering/blocking device, and/or violation of SLLIS's technology use rules.

47. Threats of Harm - Any statement, written, verbal or otherwise, perceived by an individual as threatening with bodily harm, personal injury, or death. Examples include, but are not limited to, comments about shooting, stabbing, punching, killing and/or maiming.

48. Tier 1/Universal Level Interventions - Approaches that are preventative in nature that are put into place to support student behaviors and prevent behaviors from escalating. These interventions are available to all students and across all settings

49. Tier 2/Targeted Group Level Interventions - Designed to support students who are at risk for developing more severe behavioral problems and have not responded to Tier 1 interventions

50. Tier 3/Individualized Intensive Level Interventions - Used with students unresponsive to Tier 1 and Tier 2 interventions. They often include a Functional Behavior Assessment and subsequent Behavior Intervention Plan

51. Threatening Witnesses - Threatening or intimidating any student for the purpose of, or with the intent of, causing him or her to withdraw a complaint, change a statement, or in general prohibit a witness from providing authorities with information. Applies to students both on and off school grounds if the student is connected to a school-related incident.

52. Trespassing - Being physically present on property of any kind that is owned, overseen, operated or controlled by SLLIS (including, but not limited to) off-campus school-sponsored events) where such presence is not authorized by an appropriate school official. Examples of this conduct include, but are not limited to, such conduct as the following: (1) being present on school grounds or on a school bus outside of school hours, authorized public-use hours, or school-authorized activity hours; (2) being present at a school-sponsored activity while under suspension or expulsion; (3) operating a school vehicle; (4) exceeding the permissible scope and/or authorization of a previously approved purpose for being on school property; and/or (5) being present in an unauthorized area of a school building in which student access is prohibited.

53. Use - To ingest, inject or otherwise cause a drug to reach the bloodstream or digestive tract

54. Weapons - A firearm as defined in 18 U.S.C § 921 or any instrument or device defined in § 571.010 RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2) which is customarily used for attack or defense against

another person; any instrument or device actually used to inflict physical injury to another person.

Approved:

June 21, 2017

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

St. Louis Language Immersion School

Student Agreement

I, _____ (student's printed name) have received and read the Student Code of Conduct for the St. Louis Language Immersion School. I am aware of my rights and responsibilities under the Code of Conduct. Furthermore, I understand that acts of misconduct or inappropriate student behavior will result in interventions and consequences as stated under the Code of Conduct.

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

St. Louis Language Immersion School believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the Student Code of Conduct and sign the document below to acknowledge your receipt and understanding of the Code of Conduct.

I am the parent or guardian of the above named student. I have received and read the Code of Conduct. I understand that by signing this document, I agree to support and promote the goals of the Code of Conduct and make every effort to work with the school in resolving all disciplinary matters.

Parent/Guardian Signature

Date