



2024-2025 Gateway Math, Science, and Technology Middle School

Student/Parent Handbook and Code of Conduct

Our Mission: To inspire a dynamic learning community that fosters social and academic growth while focusing on student accountability, student achievement, and parental involvement.

Our Vision: We aim to inspire and empower students to excel both academically and socially while preparing them to be productive citizens and future leaders.

Our P.R.I.D.E. Core Values: Precision, Resilience, Intentionality, Diversity, Excellence

Gateway MST Beliefs:

- That learning extends beyond the classroom to instill in students a sense of mission and purpose as citizens of the larger community and world
- Students best grow in personal responsibility and self-worth in a school characterized by valuing integrity, excellence, grit, and mutual respect among teachers and students.
- Each and every student matters

Principal – Dr. DaMaris A. White

Assistant Principal – Ms. Lynda Wesley

Assistant Principal – Dr. Todd Williams

Dean of 7th Grade Students – Dr. Obinno W. Coley

Ms. Allison Billham, Teaching and Learning Methods Coach

Special Education Team Leader –Mrs. Hannah Zinck Fidler

Technical Support/Related Arts Team Leader – Mr. Michael Herron

School Social Worker – Mrs. Vickie Boyd Haddock, MSW

School Counselor – Ms. Roshonda C. Hamm

School Counselor – Dr. Florence Fields

Philosophy:

The St. Louis Public Schools Board of Education believes that residents desire the best possible education for their children. A positive learning environment is safe, drug free, and without disruption. Good student conduct is essential to the achievement of the school's goals and objectives. This Code of Student Conduct establishes guidelines for students, parents, teachers, and administrators to maintain an appropriate school environment. The provisions in this Code of Student Conduct provide for firm but fair administration of disciplinary measures with an appropriate range of discretion for the application of consequences for behavioral needs, based upon individual assessments of every case, and in compliance with the philosophy set forth below.

Disciplinary action is best resolved among teacher, student, and parent in a calm, reasonable manner. However, serious violations of the Code must be handled quickly and effectively by the Administration. The objective of disciplinary action is to encourage good choices and acceptable behavior by the students with every reasonable effort being made to keep students within the school's influence, to rehabilitate and redirect inappropriate behaviors and to offer effective strategies for changing such behaviors, with opportunities to do so except in very serious circumstances. Ensuring the welfare of the greatest number of students can, in certain circumstances, and in accordance with state law, result in the dismissal of students who consistently fail to observe the required standards, or who become involved in criminal or other egregious misconduct. Although this Code of Student Conduct provides for initial recommendations for certain Safe School Act violations listed in this Code, the Network Superintendents and Hearing Officer, as well as the Board, reserve discretion to consider the merits of each case presented with regard to extenuating, mitigating, or aggravating circumstances.

Whenever alternatives to expulsion are under consideration, matters including (but not limited to), prior conduct (disciplinary record), academic achievement, citizenship, and contributions to the regular and extracurricular school programs by the student may be considered. This District's disciplinary code is not considered, nor is it to be interpreted as, a zero-tolerance policy, even though certain misconduct may be serious or disruptive enough to warrant dismissal from school.

Young Adolescent Development

“During early adolescence, the developmental period from age 10-15, youth experience significant changes and rapid growth. In fact, other than infancy, it is the greatest period of change in the human lifespan. Being responsive to this growth and development has been the hallmark of middle level education since the field’s inception. Within the past two decades, however, this prominent reliance on a developmental perspective has been critiqued for the ways that it potentially limits understandings of young adolescents and often overlooks issues of equity, privilege, and power. Young adolescent developmental characteristics are grounded in four fundamental beliefs that both acknowledge the importance of developmentalism and critique an over-reliance on that perspective.” (Bishop and Harrison, *The Successful Middle School, This We Believe, 2021*)

The Four Fundamental Beliefs of Young Adolescent Development

Fundamental Belief #1 – Physical Development

- Changes in hormones signal the development of primary sex characteristics and secondary sex characteristics
- Females typically begin puberty one or two years before males
- Acne and body odor may start to develop
- Growth spurts and fluctuations in basal metabolism can result in restlessness and fatigue
- The onset of puberty is associated with higher incidence of peer group sexual harassment

Fundamental Belief #2 – Cognitive Development

- Fundamental areas of the brain undergo significant development during early adolescence
- Shifts from concrete thinking to an increased capability to engage in abstract thinking occur
- Metacognition, or the ability to about one’s own thinking, starts to develop
- Independent thought increases, as does the ability to debate different stances or positions
- The ability to engage in critical, analytical, and creating thinking increases, and students need opportunities to practice and develop these skills
- Risk-taking increases and can be influenced by a tendency for sensation-seeking
- Though young adolescents are influenced by stereotypes found in the media and learned in their homes, they have the ability to understand different perspectives and develop the ability to examine information objectively

Fundamental Belief #3 – Socio-Emotional Development

- While still seeking affirmation from their family and other important adults in their life, young adolescents have a strong desire to belong to a peer group
- As friend groups become more important, exposure to both positive and negative peer pressure increases

- Most incidents of bullying occur during early adolescence and can have a propound impact on students' well-being
- Young adolescents can feel torn between fitting in with their peer groups while also trying to form their own independent identities
- Though they continue to be influenced by their family values, young adolescents increasingly model the behaviors of their peers, celebrity icons, and heroes
- As young adolescents seek independence, their propensity for challenging adult authority can increase
- Young adolescents develop a deeper and more nuanced awareness and understanding of social injustices such as racism, sexism, and homophobia. This heightened awareness can be triggering and lead to racialized trauma for students from racially marginalized backgrounds

Fundamental Belief #4 – Psychological Development

- During early adolescence, students often seek to find their own individuality, uniqueness, and autonomy. Central questions of exploration include, Who am I? How do I see myself? How do my peers and adults see me? and How will I affect the world?
- Fluctuations in feelings of superiority and inferiority can occur as young adolescents engage in self-discovery
- Young adolescents start to identify in multiple ways based on social context and environment. For example, they might act one way home, and behave differently while with their peer groups in school or on social media
- Young adolescents often experience a deeper awareness of their social identities such as race, gender, social class, religion, sexuality, and immigration status. Having a strong and positive connection to their social identities is important for their social and academic well-being. Though this is true for all youth, this is particularly true for students with marginalized social identities.
- Young adolescents benefit from a nuanced and multifaceted understanding of identity that goes beyond stereotypical expectations of group norms.

Schoolwide Systems

1. Entering School Building Procedures

Arrive at the designated entrance (rear door/main front door): All walkers and drop-offs will utilize the main front door. Drop-off's arriving after 8:30 must have a parent sign-in for verification of Late arrival.

Pass Through the Metal Detector: Students should walk through them calmly. Staff or security personnel will guide the process.

Present School ID or Pass: Students may need to show their school ID or a pass to enter. This helps verify their identity and ensures they are part of the school community.

Bag Inspection: Staff members will conduct bag inspections. Students should open their bags willingly for a visual check. This step ensures safety and prevents prohibited items from entering the building.

Proceed to the Cafeteria (if arriving during breakfast hours): If students arrive early for breakfast, they can proceed to the cafeteria. Follow any specific guidelines for breakfast service. Remember to throw away all trash in the designated trash bins and clean the area where food and drink were consumed.

Join First Period Class Teacher: After breakfast (7:50 am) students should head to their first-period classroom. Teachers or designated staff members will guide them to the correct location.

2. Dismissal From School Procedures

Intercom Announcement:

At the designated dismissal time (e.g., 3:05 pm), an announcement will be made over the intercom system.

The announcement will specify the bus numbers that have arrived and are ready for boarding.

Classroom Exit:

Upon hearing the announcement, students will promptly exit their classrooms.

Teachers or designated staff members will supervise the dismissal process.

Boarding Buses:

Students will proceed directly to their assigned bus stop.

They should follow any marked pathways or signs leading to the bus loading area.

Students will board their designated school bus immediately upon arrival.

Late Buses:

If a student's bus has not arrived by 3:20 pm, they will be escorted by their teacher to the cafeteria.

Students should remain in the cafeteria until their bus number is announced.

Bus Number Announcements:

PA Announcer will announce bus numbers over the intercom as buses arrive.

Once a student's bus number is called, they may proceed to board their bus.

3. Cafeteria Procedures and Expectations

Assigned Seating:

Students should sit at their assigned tables. These tables will be assigned based on grade level.

Respect the seating arrangement to maintain order and facilitate contact tracing if needed.

Restroom Usage:

Before or after getting food, students can use the restroom with permission from a safety officer, teacher, or staff member.

Maintain cleanliness and report any issues to cafeteria staff.

Lining Up to Get Food:

Form orderly lines at designated serving stations (e.g., hot food, salad bar, beverages).

Wait your turn patiently and maintain social distancing.

Use trays or containers provided to carry food.

Disposing of Trash:

Dispose of trash properly in designated bins (recycling, compost, regular waste).

Separate food waste, recyclables, and non-recyclables.

Stack trays neatly for collection.

Cleaning Eating Areas:

After eating, clear crumbs, spills, and any leftover food from the table.

Place empty containers in the recycling bin.

Purpose of the Student Code of Conduct

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

Discipline Expectations

Teachers will utilize a variety of effective strategies to deescalate tension and redirect student behaviors based on the Gateway Math, Science, and Technology Middle School P.R.I.D.E. Core Values. These strategies include but are not limited to: gaining a student's attention, staying in close proximity to the student, reminding the student of our Core Values and expectations, acknowledging feelings before setting limits, redirecting, or diverting behavior, offering age appropriate choices, and defining natural consequences.

Parents will be notified by the teacher when a student is exhibiting behavior(s) inconsistent with the Gateway Math, Science, and Technology Middle School Core Values and Student Code of Conduct.

Responsibilities of the School Community:

BE SAFE: Understand and adhere to the Gateway Math, Science, and Technology Middle School Student Code of Conduct and the P.R.I.D.E. Core Values

BE RESPONSIBLE: Encourage and assist each other

BE RESPECTFUL: Respect the rights of students, parents/ guardians, faculty, staff, and visitors

BE PREPARED: Teaching and Learning is the reason we are here

Responsibilities of School Administrators:

- Distribute the Student Code of Conduct to students, parents/ guardians, and all school personnel
- Provide appropriate training for school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Identify appropriate training and resources as needed to implement PBIS based on school data
- Use research-based practices to prevent minor incidents from becoming major challenges
- Ensure accurate and timely entry of discipline referrals into the Student Information System (SIS) and maintain
- compliance (i.e. students with disabilities, qualified 504 students, ten (10) day removal rule)
- Review discipline referrals and determine appropriate intervention(s) or consequence(s)
- Enforce corrective strategies that are grade level and age appropriate
- Create a safe, positive, and supportive environment

Responsibilities of Students:

- Attend school every day
- Follow the Student Code of Conduct
- Understand and Practice our Core Values in every area of the school building
- Follow the school's dress code
- Respect yourself, others, school property, and the property of others
- Work hard and do your best every day
- Ask teachers, PBIS Specialist, social worker, school counselors, parents/ guardians, school administrators, and/or other adult staff members when you need assistance
- Report bullying and cyber bullying
- Be the best version of yourself

Responsibilities of Teachers:

- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Gateway Math, Science, and Technology Middle School Student Code of Conduct and P.R.I.D.E. Core Values
- Address infractions through a variety of interventions such as PBIS and Response to Intervention (RTI), including alternatives to suspension and expulsion
- Provide corrective instruction to students who demonstrate challenging behavior
- Create a safe and positive community environment and teach students to maintain it
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional professional staff development and/or training as needed
- Properly supervise all students. The Board expects all students to be under assigned adult supervision at all times during school hours or during any school related or sponsored activity. Except in an emergency, no employee will leave an assigned group of students unsupervised. (Board Policy #4840)

Classifying Infractions

Discipline incidents will be classified as Type I, Type II, or Type III Infractions. Transportation infractions are considered Type IV. Restorative Practices and Disciplinary Options are listed in alphabetical order and are not necessarily intended to be progressive. Classification of disciplinary types are determined by the school Principal or designee.

Type I Infractions – Discipline incidents that **severely** interfere with anyone's safety and/or learning, are of a seriously threatening or harmful nature, and/or Safe Schools violations are Type I Infractions. Anyone found to have engaged in a Type I Infraction shall be subject to suspension and/or expulsion from school in the manner provided by board policy and regulation and any other applicable provisions of the law. All Type I infractions shall be documented by the observer(s) of the infraction in SIS (Student Information System).

Type II Infractions – Discipline incidents that **interfere** with anyone's safety and/or learning, are of a threatening or harmful nature, and/or legal violations and warrant administrative interventions are Type II Infractions. All Type II infractions shall be documented by the observer(s) of the infraction in SIS (Student Information System).

Type III Infractions – Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the principal or designee; any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Type III Infraction. Depending on the frequency of the infraction and/or if there is a history of failed interventions, a referral to an administrator as a Type II or Type I infraction may be warranted. All referrals to administrator indicating a history of failed interventions must include the list of failed intervention including the dates of parent contacts in the parent contact log in SIS (Student Information System).

Type IV Infractions – Discipline incidents that occur on district provided transportation. Documentation of behavior infraction is submitted by the driver and/or monitor of the bus.

Type I Restorative Practices & Disciplinary Options

Restorative Practices and Disciplinary Options are listed in alphabetical order by section and are not necessarily intended to be progressive.

ALCOHOL/POSSESSION (ALCH)

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

DRUG/POSSESSION (04-1)

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

WEAPON/POSSESSION-SSA (01-1)

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

INSTRUMENT TO CAUSE HARM/USE- (02-1)

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

- Ordinary pocket knife with a blade measuring four inches or less in length;
- Pen knives;
- Pepper spray;
- Mace;

- “Tasers”; or
- Normal school supplies, household items or other materials (examples include, but are not limited to, pencils, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or pad locks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person when such items are used as an instrument to cause harm.

DRUGS/ SALE DISTRIBUTION-SSA (05-01)

The possession of a controlled substance where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

ASSAULT/BATTERY- SSA (06-01)

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

RAPE/SEXUAL ASSAULT SSA (07-1)

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

ARSON- SSA (08-01)

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

BOMB THREATS/OTHER THREATS TO SCHOOL SAFETY AND SECURITY (09-1)

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

SEVERE DISCRIMINATORY CONDUCT (12-1)

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

GANG RELATED ACTIVITY (GANG)

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

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

GROUP FIGHT (12-1)

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

ROBBERY - SSA (15-1) –Forcibly stealing property and in the course thereof the offender (1) Causes serious physical injury to any person; or (2) Is armed with a deadly weapon; or (3) Uses or threatens the immediate use of a dangerous instrument against any person; or (4) Displays or threatens the use of what appears to be a deadly weapon or dangerous instrument.

HARASSMENT, BULLYING, VIOLENCE, SEXUAL OR OTHER SERIOUS MISCONDUCT

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

Bullying in any form is a type of harassment, and continued bullying will be elevated as a Type I Infraction;

Threats of serious violence against others;

Touching another person’s sexual organs or any other body part in a sexual way without consent, regardless of whether or not the touching occurs through clothing;

Knowingly making false claims or conspiring to make false claims against another student, the content of which would have given rise to a Type I Infraction if true;

Knowingly making false claims or conspiring to make false claims against staff, the content of which would have given rise to a serious policy infraction if true; OR

Other serious and/or illegal misconduct that severely interferes with anyone’s safety and/or learning or is of a seriously threatening or harmful nature.

REPEAT INFRACTIONS

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

- Contact Law Enforcement (If required by the Missouri Safe Schools Act or otherwise necessary for the immediate safety of others)
- Parent/Guardian Contact
- Up to 10-day Out of School Suspension as well as a referral for a Disciplinary Hearing

Type II Restorative Actions and Disciplinary Options

THEFT (15-2)

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

KNOWINGLY MAKING AN INACCURATE STATEMENT AGAINST AUTHORITY (53-2)

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

VANDALISM (20-2)

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

FIGHTING (25-2)

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

GROUP FIGHT (12-2)

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

VIOLATION OF DISTRICT'S SEXUAL HARASSMENT/GENDER DISCRIMINATION POLICY (52-2)

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

SEXUAL MISCONDUCT (13-2)

Sexual misconduct under this section can mean those who consensually touch another person's body and/or clothing in a way that constitutes or results in sexual contact.

Sexual misconduct also includes unwanted sexual advances or requests for sexual favors, sexual gestures, possession and/or distribution of sexual paraphernalia, viewing or distributing sexual or pornographic material via social media or electronic means, and/or pornographic magazines.

INDECENT EXPOSURE (14-2)

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

GAMBLING (18-2)

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

TRESPASSING (19-2)

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

FALSE ALARM (16-2)

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

BULLYING (21-2)

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

DISCRIMINATORY CONDUCT (23-2)

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

SMOKING (30-2)

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

UNDER THE INFLUENCE OF DRUGS/ALCOHOL (03-2)

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

LEAVING SCHOOL WITHOUT PERMISSION (48-2)

Students who exit the school campus without authorized or written permission.

FAILING TO ATTEND ISS OR DETENTION (49-2)

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

VIOLATION OF THE DISTRICT ACCEPTABLE USE POLICY- TECHNOLOGY (22-2)

Any violation of the expectations, requirements, and/or student responsibilities outlined in the district’s Technology Acceptable Use Policy and/or the Student Technology Equipment Use Agreement; Use of social media (on or off campus) with the impact of (1) invading the privacy of

individuals or (2) publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately; OR Using the district network or district-issued technology to review, distribute, possess, or exhibit illegal, harassing, vandalizing, inappropriate, profane, or obscene material.

DISORDERLY CONDUCT

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

REPEAT INFRACTIONS

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

- Alternative Placement (change teacher/class)
- Check-In/Check-Out Process
- Community service task
- Conference with Parent/Student/School Staff
- Removal of Privileges
- Referral to PBIS Specialist
- Restorative Circle
- Referral to Dean of Students/Assistant Principal

Type III Infractions and Consequences

Classroom teachers will employ effective strategies and classroom management techniques, systems, and processes to teach and reinforce acceptable behavior norms both within classrooms and in the hallway. The following sequence of interventions serves as a guideline for teachers to assess acceptable student behavior, fostering an atmosphere that supports effective teaching and learning. When it becomes necessary for teachers to communicate behavioral concerns of a student to his/her parent, documentation must be entered in the Student information System (SIS) in the parent contact log.

First Infraction: Verbal Warning from teacher

Second Infraction: Private teacher conference with student (brief) to redirect behavior

Third Infraction: Parent Contact (document communication in parent contact log)

Fourth Infraction: Meeting with Grade Level Team Leader, Administrator, and Parent to address

behavioral concerns and create a Behavior Action Plan

Fifth Infraction: Administrator Assigned Consequence (In-School/Out-of-School Suspension)

NOT PARTICIPATING IN CLASS (51-3)

Student refuses to participate in class activities.

PROFANITY (28-3)

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

VERBAL ABUSE (32-3)

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

LEAVING CLASSROOM WITHOUT PERMISSION (47-3)

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

HORSEPLAY, PLAY-FIGHTING, POSTURING THREATS (26-3)

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

UNAUTHORIZED USE OF A PERSONAL ELECTRONIC DEVICE (44-3)

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

REFUSAL TO IDENTIFY SELF (29-3)

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

HABITUAL DRESS CODE VIOLATION (UNIF)

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

PUBLIC DISPLAY OF AFFECTION (50-3)

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

CHRONIC TARDINESS (31-3)

The act of being repetitively late.

CUTTING CLASS/ TRUANCY (33-3)

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

to assigned class, shall have their attendance documented as class cut (C). Repeated class cutting will be considered a Type II infraction.

INTENTIONALLY DISTRACTING OR DISRUPTING OTHER STUDENTS (25-3)

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

REPEATED INFRACTIONS

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

- Alternative Placement (change teacher/class)
- Behavior Management Plan
- Conference with Parent, Student, and/or School Staff
- Lunch Detention
- Functional Behavior Assessment
- Referral to PBIS Specialist
- Referral to Administrator

To address student infractions of the code of conduct, the implementation of a five-tiered system approach provides increasingly intensive interventions based on the severity and or frequency of the behavior exhibited by the student.

Five-Tier System of Intervention

Tier 1 (Jag All-Stars): This level of intervention is designed to frequently celebrate and award students who honor the expectations set forth in the Gateway Math, Science, and Technology Middle School Student Code of Conduct and P.R.I.D.E Core Values. At this level, the Principal or designee will provide incentives, celebrations, certificates, etc. to honor students who **consistently** model expectations for behavior and core values.

Tier 2: This level of intervention is designed to address Type III behaviors. At this level, the teacher will provide support to student by helping them understand the school's expectations for student behavior as stated in the code of conduct and P.R.I.D.E. core values. Parent/Guardian communication is documented in the parent contact log (SIS) by the teacher or staff member. A parent communication is complete when two-way communication between the teacher/staff has been established (i.e. reply from parent/guardian to email communication, voicemail, or text from teacher/staff). All parent/guardian communication must be documented in parent contact log in SIS.

Tier 3: This level of intervention is designed to address repeated Type III behaviors. At this level, the PBIS Specialist will provide support to student by working with them to identify the underlying causes of their behavior and develop strategies to address it. The PBIS Specialist will provide on-going support to the student until Type III is no longer being exhibited. The PBIS Specialist may refer the

student to their Grade Level Administrator for disciplinary action. Parent communication is documented in the parent contact log (SIS).

Tier 4: This level of intervention is designed to address Type II behaviors. At this level, students are referred to their Grade Level Administrator for disciplinary action. The Grade Level Administrator and PBIS Specialist will collaborate to develop a comprehensive plan to address the student’s behavioral issues. This plan may include strategies for addressing the student’s behavior in the classroom, as well as interventions to support the student’s social and emotional needs. The Grade Level Administrator will determine the response to Type II behavior according to the Student Code of Conduct. Parent notification is documented in the parent contact log (SIS).

Tier 5: This level of intervention is the most intensive level of intervention and is designed to address repeated, severe, and/or chronic Type II and III behaviors. At this level, students will be referred to their Grade Level Administrator. The Grade Level Administrator will determine the response to the repeated Code of Conduct infractions according to the code of conduct. At this level, the Grade Level Administrator will collaborate the Social Worker, Counselors, and PBIS Specialist to provide the most intensive counseling and support to address student need. Parent notification is documented in the parent contact log (SIS).

Requesting assistance from Safety Officers

When a student poses a threat to themselves or others, it is important to request the presence of a school safety officer for assistance. The Board expects all students to be assigned adult supervision at all times during school hours or during any school related or sponsored activity. Students are not to be sent to their Grade Level Administrator without an adult escort (Staff member or Safety Officer). Contact the main office switchboard to request assistance.

Tiers	Behavior Type	Interventions and Responses	Staff Involved
Tier 1 Jaguar (All-Stars)	Model Excellence No discipline incidents. Students model behavioral expectations consistently.	<ul style="list-style-type: none"> ➤ Awards ➤ Incentives ➤ Special Days ➤ Game Time ➤ Dance/Party 	Principal <i>Support:</i> Assistant Principals Dean of Students
Tier 2	Type III Behaviors Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the Dean of Students.	<ul style="list-style-type: none"> ➤ Reteach behavior skills ➤ Revisit classroom procedures ➤ Reminder/redirection on ways to ask for help or solve problems ➤ Loss of privilege ➤ Check-in/Check-out plan w/adult 	Teacher <i>Support:</i> Team Buddy Room
Tier 3	Type III Behaviors (Repeated) Discipline incidents that can no longer be handled by the teacher alone and warrant PBIS Specialist intervention and support.	<ul style="list-style-type: none"> ➤ Design/establish routines for student ➤ Set expectations for positive behavior ➤ Teach coping and emotional management skills 	PBIS Specialist <i>Support:</i> Teacher Team

		<ul style="list-style-type: none"> ➤ <i>Role-play</i> expectations and response to authority 	
Tier 4	<p>Type II Behaviors Discipline incidents that warrant a referral to the Dean of Students.</p>	<ul style="list-style-type: none"> ➤ <i>Referral</i> to the Dean of Students to determine response to behavior ➤ <i>Behavior</i> Action Plan created by Dean of Students, PBIS specialist, student, and parent 	<p>Dean of Students Assistant Principals</p> <p><i>Support:</i> PBIS Specialist Social Worker</p>
Tier 5	<p>Type II Behaviors (Repeated) Repeated incidents that warrant a referral to the Dean of Students.</p> <p>Repeated Type II and III infractions, when all other restorative practices and disciplinary options have been exhausted, may result in a Type I infraction.</p>	<ul style="list-style-type: none"> ➤ <i>Dean</i> of Students to determine the additional response to behavior ➤ <i>Revisit/Amend</i> Behavior Action Plan ➤ <i>Counselors</i> provide individual and/or family counseling, provide support and resources to help student manage emotions ➤ <i>Social worker</i> can assist with mental health concerns, behavioral concerns, provide positive behavioral support, and strengthen the school-home connection 	<p>Dean of Students Assistant Principals</p> <p><i>Support:</i> PBIS Specialist Social Worker Counselors</p>

TIER I DEFINITION

- No Type III or II Infractions
- Appropriate behavior is modeled consistently without gentle reminders
- Complies with reasonable requests
- Behavior is self-managed

BEHAVIOR INTERVENTIONS & RESPONSES

No interventions are warranted in this tier. Teachers will provide support to students by continuing to build positive relationships and communicating model behavior with parent/guardian. Feedback and acknowledgement of model behavior will be on-going and celebrated.

TIER TWO DEFINITION

- Type III Infractions
- Behavior that is disruptive to the learning environment of student or others
- Refusal to comply with reasonable requests
- Behavior that is generally managed with a brief intervention by an adult present in that setting

BEHAVIOR INTERVENTIONS & RESPONSES

Teachers will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP or 504 Plan will be reviewed prior to implementing interventions and responses. Teachers will be in communication with the student's

parent/guardian before proceeding to level two and may consider the use of interventions from multiple categories, as appropriate.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavior Skills	<ul style="list-style-type: none"> •Reminder/redirection of classroom routines and rituals •Reminder/redirection on ways to manage emotions •Reminder/redirection on appropriate classroom language •Reminder/redirection on ways to ask for help or solve problems
Category B: Implement Restorative Practices	<ul style="list-style-type: none"> •Quick individual skill coaching ("Who/what was harmed?", "How can we repair...?")
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none"> •Review behavior management plan including social skills teaching and reinforcement •Classroom/non-classroom supports •Seat change or assigned seating •Loss of setting privileges •Establish a plan for homework and assignment expectations and completion •Consult with colleagues
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none"> •There are no Category D responses for level one behaviors

TIER THREE DEFINITION

- Repeated or significant incident(s) of TYPE III infractions
- Disordered behavior toward another student, staff, volunteer, etc.
- Behavior that is generally managed with a brief intervention by an adult present in that setting and may include additional contact with PBIS Specialist

BEHAVIOR INTERVENTIONS & RESPONSES

The Teacher and PBIS Specialist will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP or 504 Plan will be reviewed prior to implementing interventions and responses. The teacher and PBIS Specialist will be in communication with the student's parent/guardian about reoccurring behaviors and interventions and may consider the use of interventions from multiple categories, as appropriate.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavior Skills	<ul style="list-style-type: none"> •Reteach classroom routines and rituals •Individual skills coaching for targeted student and aggressor in bullying /harassment incidents •Skills practice and role play •Self-charting of behaviors

	<ul style="list-style-type: none"> •Reteach ways to ask for help, solve problems, or manage emotions
Category B: Implement Restorative Practices	<ul style="list-style-type: none"> •Guided conversations using restorative questions •Restorative back-to-class plan •Reflective essay •Community service (as restitution) •Peer mediation (not to be used for bullying/harassment incidents) •Peace-keeping circle for problem solving
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none"> •Develop a student skill plan •Fidelity check of school-wide systems, structures, and supports •Use of an alternate instruction room •Loss of setting privileges •Detention •Formalize a check-in/out plan with adult •Initiate behavior management plan •Consult with PBIS Specialist
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none"> •Office referral; Dean of Students determines additional responses

TIER FOUR DEFINITION

- TYPE II infractions
- Behaviors that involve safety issues
- Behaviors targeted at others
- Behaviors interfering with school safety and/or destruction of property

BEHAVIOR INTERVENTIONS & RESPONSES

The Dean of Students/Assistant Principals and PBIS Specialist will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP or 504 Plan will be reviewed prior to implementing interventions and responses. The Grade Level Administrator will be in communication with the student's parent/guardian regarding behaviors and interventions and may consider the use of interventions from multiple categories, as appropriate. The student's behavior will be documented in the Student Information System.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavior Skills	<ul style="list-style-type: none"> •Individual coaching by PBIS Specialist •Small group skills instruction •Lessons in anger management, conflict resolution, etc.
Category B: Implement Restorative Practices	<ul style="list-style-type: none"> •Restorative back-to-class plan

	<ul style="list-style-type: none"> •Mediation •Parent/Guardian Conference
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none"> •Consultation with Counselor •Consultation with the school Social Worker
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none"> •In school removal from instruction (in school suspension) •Out of school removal from instruction (out of school suspension) not to exceed 10 days

TIER FIVE DEFINITION

- Repeated or significant incident(s) of TYPE II infractions

BEHAVIOR INTERVENTIONS & RESPONSES

The Grade Level Administrator, PBIS Specialist, Counselor, and Social Worker will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP or 504 Plan will be reviewed prior to implementing interventions and responses. The Grade Level Administrator will be in communication with the student's parent/guardian regarding behaviors and interventions and may consider the use of interventions from multiple categories, as appropriate. The student's behavior will be documented in the Student Information System.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavior Skills	<ul style="list-style-type: none"> •Intensive Individual coaching by PBIS Specialist (2X per week) •Behavior Improvement Contract •Lessons in anger management, conflict resolution, etc.
Category B: Implement Restorative Practices	<ul style="list-style-type: none"> •Restorative back-to-class plan •Mediation •Parent/Guardian Conference (Restorative Circle)
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none"> •Behavior Improvement Action Plan created by Counselor and Social Worker to reteach and practice behavior skills •Weekly Consultation with Counselor and/or Social Worker
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none"> •In school removal from instruction (in school suspension) •Out of school removal from instruction (out of school suspension) not to exceed 10 days

Other Related Documentation, Data, and Training to be considered for submission to the Principal:

- Referral Document (Assistant Principal)
- Weekly/Monthly/Quarterly/Semester/EOY Year Incident Reporting (Assistant Principal)
- Professional Development (Grade Level Administrators, PBIS Specialist, AIC)

Uniform Policy

To promote a focused and respectful learning environment, all students at Gateway Math, Science, and Technology Middle School are required to adhere to the uniform policy. This policy helps to minimize distractions and foster a sense of school pride and unity. We appreciate the cooperation of students, parents, and staff in maintaining these standards.

Students are required to wear a polo shirt, crew-neck shirt, or Gateway branded shirt to school. These shirts must be one solid color. No graphics or words allowed unless it is a Gateway branded shirt.

Shirts, Sweaters, and Sweatshirts:

6th grade: Solid color shirt colors: White or Black

7th grade: Solid color shirt colors: Green or Black

8th grade: Solid color shirt colors: Gold or Black

- Shirts with sleeves (long or short), collared shirt, polo shirt, crewneck, or Gateway T-shirt
- Any colored long sleeve shirt can be worn underneath the uniform shirt
- Any color sweater without a hood can be worn over uniform shirt
- Solid color sweatshirts (based upon grade level) without a hood can be worn

Bottoms

- Pants: Khaki, Navy, or Black
- Jeans: Any color (no holes or rips)
- Shorts: any color and must reach at least mid-thigh (no holes or rips)
- Skirts: any color and must reach at least mid-thigh (no holes or rips)

Shoes

- Closed-toed shoes such as sneakers, loafers, or flats
- Athletic shoes are encouraged for comfort and safety
- No sandals, flip-flops, or shoes with open toes or heels

Additional Guidelines

- **No Hoodies:** Hooded sweatshirts are not allowed in the building. Students may wear non-hooded sweatshirts in solid colors that correspond with their grade's uniform colors.
- **Outerwear:** Jackets and coats may be worn to school but be removed and stored in lockers during the school day
- **Accessories:** Any accessories must be school-appropriate and not pose a safety risk or distraction. Beanie caps and hats are not to be worn during the school day. These items must be removed and stored in lockers.

Prohibited Items:

- No sweater or sweatshirts with hoods are allowed in classrooms
- Shoes with wheels, flip flops, stilettos, sandals, or slides

- Visible undergarments or noticeable absence of undergarments
- Midriff must be covered
- No durags, bonnets, hats, or beanie caps are allowed in classrooms
- Sunglasses

Compliance and Consequences:

- Students are expected to always comply with the uniform policy during school hours.
- Non-compliance will result in a reminder to adhere to the policy. Repeated violations may lead to disciplinary action according to the school's code of conduct.

Cell Phone and Personal Electronic Devices Policy

To limit all non-instructional cell phone distractions and improve student achievement, Gateway Math, Science, and Technology Middle School will begin a zero-tolerance cell phone, headphones, and ear buds practice during instructional time. Instructional devices that are permitted are either district provided tablets, laptops, or headphones used for instructional purposes with the permission of the teacher.

All student cell phones must be placed in a carrier at the beginning of homeroom. If a student is late to school, they must turn in their cell phone to their appropriate homeroom teacher. Cell phones will be returned to the students at the end of the school day, during their 5th period class. All emergency and transportation calls, or messages that need to be shared with the student may be done by calling the school at 314-241-2295. If a student needs to call home for any reason, they will be able to use one of the phones in the office with permission from a staff member.

Students may use their cell phones before and after school to confirm transportation arrangements with parent, play academic-oriented games, or view school/age appropriate videos. Students may not use their phones or devices to access and use any social media at any time while on campus, including before and after school. Students may not use their phone to take photos or videos at any time while they are on campus, including before and after school. The above act is considered a severe violation and will be considered the fifth infraction.

Cell Phone Policy Purpose

Gateway Math, Science, and Technology Middle School aims to create a conducive learning environment, promote student safety, minimize distractions, and foster responsible use of technology. This detailed cell phone policy aims to achieve:

Minimize Distractions

Cell phones can be a significant distraction in the classroom, disrupting the learning process for students and teachers. A cell phone policy minimizes distractions by restricting or regulating usage during instructional time.

Promote Focus and Engagement

By limiting cell phone use during class, Gateway Math, Science, and Technology Middle School can encourage students to focus on their studies, participate actively in class discussions, and engage more deeply with the learning materials.

Enhance Student Safety

Cell phones can be used for emergency communication, but they can also pose safety risks if misused or if inappropriate content is accessed during school hours. A cell phone policy may include guidelines for using cell phones in emergencies while addressing concerns about cyberbullying, sexting, and other safety issues.

Foster Responsible Digital Citizenship

Cell phone policies can help teach students about responsible digital citizenship and appropriate technology use. Gateway Math, Science, and Technology Middle School will help students develop healthy habits and respect for technology boundaries by establishing clear guidelines and consequences for cell phone use.

Gateway Math, Science, and Technology Middle School's cell phone policy aims to create a balance approach that recognizes the potential benefits of technology while also addressing the challenges and distractions that cell phones can present in the educational setting.

Consequences

First Infraction: Verbal Warning from the teacher. The teacher will keep the cell phone and call home to notify the parent/guardian (document communication in parent contact log). Students may pick up their cell phone from the teacher at the end of the school day.

Second Infraction: Private teacher conference with student (brief) to redirect behavior. The teacher will call home to notify the parent/guardian (document communication in parent contact log). Students may pick up their cell phone in the front office at the end of the school day.

Third Infraction: Administration will call to inform the parent/guardian. The parent/guardian (not the student) will need to pick up the cell phone from the front office at the end of the school day.

Fourth Infraction: Meeting with Grade Level Team Leader, Administrator, and Parent to address behavioral concerns. Every morning, students will turn their cell phone into an office staff member for the remainder of the quarter or semester. Students may pick up their cell phone in the front office at the end of each school day.

Fifth Infraction: Administrator Assigned Consequence (In-School/Out-of-School Suspension)

Infractions will start over at the beginning of each semester

2024-2025 Gateway MST Middle School Parent and Student Handbook

Signature Page

By signing below, you not only affirm your knowledge and understanding of the expectations outlined in the 2024-2025 Gateway MST Middle School Parent and Student Handbook but also demonstrate your commitment to fostering a positive and respectful school community. Thank you.

Print Name (Student) _____ Grade _____

Sign Name (Student) _____

Sign Name (Parent) _____

Date: _____