

Code of Conduct

Parent/Student Handbook

2021-2022



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Letter From The Superintendent

Dear Parents/Legal Guardians,

The Board of Education expects all students in the 24:1 collective communities to acquire the knowledge, skills, abilities and attitudes to become global leaders and productive citizens. Please review the Value Statements the district has adopted to lead us in empowering a community of confident learners in a safe and healthy learning environment. We know that you share the Normandy Schools Collaborative's goal of providing a safe school environment. In order to help us reach that goal, we ask you to please read and review this Parent/Student Code of Conduct Handbook with your child.

Thank you for your cooperation in helping make our schools safe places for learning.

Sincerely,

*Marcus C. Robinson
Normandy Schools Collaborative Superintendent*

Normandy Mission Statement

Normandy Schools Collaborative prepares global leaders for college, career and productive citizenship by empowering a community of confident learners and valuing the unique contributions of every student.

Normandy Diversity and Inclusion Statement

We are committed to interrupting cycles of oppression by investing in strategies that ensure all students achieve at high levels.

Normandy Schools Collaborative Values

Excellence	We strive relentlessly for excellence and take personal accountability for our actions and their impact. We maintain high expectations for all students to achieve at high levels.
Dignity	We walk our talk, acting with integrity and honesty.
Collaboration	We build respectful and restorative relationships that enable us to partner effectively across lines of difference.
Tenacity	We reflect deeply and with curiosity, learn continuously, and persist to meet our goals and conquer our challenges.
Care	We attend to the needs of the whole person, celebrating and loving ourselves and one another as healthy and happy members of the community.



Introduction

The **Parent/Student Handbook** is based on the premise that rules must be enforced fairly, firmly, and consistently in a manner that is legal, equitable and just. Students are under the supervision of the school while on their way to and from school, bus stops, on the bus, on any district campus or in any district building, while attending or participating in any school function either at the home school or away, and while participating in field trips or other school-sponsored activities.

Principals, assistant principals, dean of students, and/or other designees are responsible for assigning consequences in the Parent/Student Handbook. Professional judgment will be used to determine the consequences of specific incidents. Most types of school discipline issues are listed in this guide. However, it is impossible to list every issue that might interfere with smooth operations of the school. Administrators have the responsibility and authority to deal with all issues even though the specific issues might not be listed in this guide.

All staff are required to function in accordance with the handbook. Thus, whenever an employee discovers a student engaging in unacceptable conduct, the employee is required to take prompt action in accordance with district policies. Prompt action may include directly addressing and correcting the student, intervening to stop the behavior, seeking the assistance of other staff persons and/or reporting the incident to an administrator.

It is the responsibility of both student and parent/guardian to know the rules of the handbook and to support the fair and impartial administering of the rules. With age and maturity, students will be expected to assume greater responsibility for their actions.

Bill of Rights and Responsibilities for Students

STUDENT RIGHTS:

- I.** The right to a free, public school education.
- II.** The right to equitable academic resources.
- III.** The right to inclusive teaching and learning environments in all classrooms.
- IV.** The right to due process.
- V.** The right to a socially, emotionally, and physically safe and positive school climate.
- VI.** The right to effective teachers.
- VII.** The right to be treated with respect and dignity by the school community.
- VIII.** The right to positive school disciplinary policies and practices.
- IX.** The right to participate in decisions that affect our education.

STUDENT RESPONSIBILITIES:

- I.** Attend school regularly and punctually.
- II.** To work towards academic achievement in a collaborative manner with school and district staff.
- III.** Know and adhere to the Handbook.
- IV.** Abide by and follow other school rules, regulations, and policies.
 - V.** Behave in a manner that contributes to a safe learning environment and which supports the rights of others to learn.
- VI.** Show respect for school property and respect the property of others, both private and public.
- VII.** Express yourself in oral, written, electronic and other modes of expression, in a manner which promotes cooperation and support of the educational process.
- VIII.** Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol.
- IX.** Share information with school officials regarding matters which may endanger the health and welfare of the school community.
- X.** Keep parents/guardians informed of school-related matters, including progress in school, social and educational events and ensure that parents receive communications provided by school staff to students for transmittal to parents.

Bill of Parent/Guardian Rights and Responsibilities

PARENT/GUARDIAN RIGHTS:

- I.** The right to a free public school education for their child.
- II.** The right to access information about their child.
- III.** The right to be actively involved and engaged in the education of their child.
- IV.** The right to file complaints and/or appeals regarding matters affecting their child's education.

PARENT/GUARDIAN RESPONSIBILITIES:

- I.** Ensure regular, on time, daily attendance for the duration of the school year.
- II.** Remain aware of child's performance by maintaining contact with the school through reviewing work, progress reports and other school notices, talking to the child about school, and meeting with school staff as requested.
- III.** Enter the school building in a respectful manner treating all members of the school community with courtesy and respect, and refraining from disruptive behavior.
- IV.** Ensure the school is updated with accurate contact information including, but not limited to, home address, telephone number(s), and e-mail address.
- V.** Respond in a timely manner to communications from school.

Equity Statement

Educational equity is a shared commitment to ensure that every student gets what they need to be successful. Normandy Schools Collaborative believes that all students, regardless of background or identity, must be given meaningful and engaging learning opportunities and allowed to thrive.

Our community's future success depends on our willingness, commitment and ability to effectively address equity challenges. To this end, we will dismantle institutional barriers by adopting policies and practices and strategically allocating resources that support access and opportunity for each and every student.

Special Considerations & Student Rights

Freedom from Discrimination, Harassment and Bullying: Normandy Schools Collaborative does not discriminate on the basis of race, color, national origin, sex, sexual orientation, transgender identity, disability, religion, height, weight, citizenship, marital or family status, ancestry, genetic information, or any other legally protected category in its educational programs and activities, including employment and admissions.

The Right to Due Process: Due process safeguards must apply in instances where the behavior or rights of students are being evaluated. Students must be treated with fairness and in light of the total circumstances. Students have the right to be fully informed of the alleged breach of behavior and be provided an opportunity to respond to such charges. Any permanent record that results from the student's actions should clearly state whether the charges were or were not substantiated. The handbook sets forth the procedural rules for student discipline.

Make-up Work: Students removed from school for any disciplinary action are entitled to make-up work. Make-up work will be provided to the student via remote learning options and will have due dates in direct correlation with the amount of time directed for disciplinary reasons.

Attendance Policy

The law in Missouri governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six (6) to eighteen (18) to send the child to school during the entire school year, except under very limited circumstances specified by the statutes of Missouri.

The Board of Education (“Board”) as an agency of the State of Missouri is required to enforce the regular attendance of students. The Board recognizes that presence in the classroom enables students to participate in instruction, class discussions, and other related activities. Educators shall encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent or his/her designees. As such, regular and timely attendance, and classroom participation are integral to instilling incentives for the student to excel.

The classroom experience is of unique value, and it cannot be duplicated by make-up work. Student interaction and the development of ideas through discussion are lost when a student is absent, tardy, or is dropped off late or picked-up early by a parent/guardian. A student's enrollment in a course is his/her commitment to attend all class sessions. Therefore, it is the intent of this policy to disallow students from being absent from class unless a situation exists which makes their absence absolutely necessary. The purpose of this attendance policy is to foster responsibility and reliability on the part of District students to attend all classes. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

Attendance Defined

- A. School Attendance - Students are to be counted in attendance only if they are actually present for any portion of the school day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
- B. Class Attendance - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
- C. Remote Learning Attendance – Students are to be logged into their school issued device, logged into their school learning management system account, and interacting with only school approved sites based on the direction of the teacher or designee during class. Students not logged into school issued device and appropriately logged into approved systems may be marked absent and not allowed to participate in the learning opportunity.

D. Tardiness - A student is considered tardy if they are not present at the moment the school bell rings for the class assigned. NOTE: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.

E. Early Sign-outs – Early release is discouraged within the final thirty (30) minutes of the school day. Attendance is required of all enrolled students during the days and hours that the school is in session.

The Principal or Attendance Clerk shall require, from the parent or legal guardian of each student or from an adult student who has been absent for any reason, a written statement confirmation of the cause for such absence. The student's parent or legal guardian shall inform the school when a student will be absent for any reasons as soon as possible.

The Superintendent or his/her designees shall report infractions of the law regarding student attendance for students below the age of eighteen (18) to the proper internal and external authorities.

Long-term absenteeism, including excused absences, may lead to the failure of a course, the necessity to repeat a course, the possibility of retention, and/or the filing of a truancy petition.

“On Time, On Task, On A Mission”

There is a strong relationship between regular school attendance and academic performance. Students who are in class and on time daily have the best chance for school success!

Attendance Expectations

- Students are expected to attend all classes each day.
- Students are expected to be on time for each class during the school day.
- Students are to remain in school the entire school day.
- Students are expected to maintain a ninety percent (90%) attendance rate.
- The district complies with the Missouri Compulsory School Law, which states that all students between the ages of six (6) and eighteen (18) are to attend school during the entire school year.

Absences

- Notify the school regarding your child's absence.
- Send a note regarding the reason for the absence when your child returns to school.
- A note should be received within three (3) days of your child's return to the school.
- Make sure that all make-up work is completed and returned to the teacher.

- Students who do not log on to online learning are considered absent.

Tardiness

- Students who arrive later than the beginning of the school day or after the start time of class without an excuse and/or pass are considered tardy.
- Excessive tardiness disrupts the learning process and negatively impacts the student's academic achievement.

Truancy

- Students who have missed 10% and over of the school year are considered chronically absent/truant.

Consequences for Irregular Attendance

- Possible failure in class or grade level.
- Investigation by the school counselor, the school's Family Engagement Liaison (FEL) or the Chief Attendance Officer.
- Referral of student for Department of Family and Children Services ("DFS") action.
- Referral of parents to the St. Louis County Prosecutor for prosecution.

With your support, we can make a difference in your child's academic success.

Chronic Absenteeism

Chronic absenteeism and habitual truancy are important predictors of school performance, including high school graduation. Average daily attendance rates often mask the number of students who are chronically absent - which equates to missing at least ten percent of the school year or approximately eighteen (10) school days for any reason.

Chronic absenteeism can be determined by comparing the number of absences in relation to the number of school days. Chronic absenteeism can be defined as excused, unexcused, and suspension days. These categories correlate to the multi-tier systems of support and provide the recommended strategy to make positive impacts on chronic absenteeism.

Chronic absenteeism in the school district indicates the presence of a much larger significant issue. Thus, addressing chronic absenteeism will resolve other issues in the district as they relate to ensuring students have the resources to be successful, increasing student-family engagement, data driven resource interventions, and enabling college-career readiness.

Levels of Chronic Absenteeism

1. Students who miss 10% or less of the total day of school days considered to have **satisfactory attendance**.
2. Students who miss 11%-20% of total school days are considered **chronically absent**.
3. Students who miss 21% (38 school days) or more of total school days are considered **severely chronically absent and run the risk of not being promoted to the next learning level**.

*****A period of 15 consecutive school days of absences will result in an automatic withdrawal from Normandy Schools Collaborative.***

Normandy Schools Collaborative Uniform Policy

Effective teaching and learning require organization, and this starts with a smart and tidy appearance which helps to instill discipline and pride in students' appearance and reduces the risk of distraction in lessons. Our policy is based on the notion that a school uniform; promotes a sense of identity and pride for students attending the school; engenders a feeling of community and belonging; is practical and smart; is not distracting in class (as fashion clothes might be); makes students feel equal to their peers in terms of appearance; the uniform has been designed with health and safety in mind.

The following school uniform policy as well as Normandy Schools Collaborative's dress code policy will be enforced at all Normandy Schools. Only uniforms may be worn to school, and all shirts must be tucked into pants/skorts at all times. It is the responsibility of the student to maintain his/her uniform. A student should wear a school uniform when attending school, or when participating in a school-organized event outside normal school hours, unless exempted from doing so by the Principal on designated days. Uniforms will be worn to and from school except for physical education classes or special events, students will not change clothes while at school or after school.

Uniform

All Students will wear Normandy School Collaborative logoed green polo shirts and khaki pants or skorts.

- o Appropriate grade level color polo shirt (must be tucked in at all times)
- o Pants will be worn at the student's waist and a belt on at all times.
- o No open-toed shoes, shower shoes, flip flops or sandals will be worn.
- o No sweatshirt, hoodies or jackets can be worn inside during regular school hours
- o Normandy School Collaborative Cardigan, Vest, or Blazers may be worn as well.

All clothing will be worn to expectation including, but not limited to shirts tucked in and pants worn at waist level.

The accountability plan in place is also located at a later section in this packet. Be aware that students out of uniform will be sent to the office to rectify issue, sent home, and/or possibly have their schooling venue changed if the uniform policy is not followed.

Discipline Procedures for Uniform Infractions:

1st infraction –offer spare, and contact home

2nd infraction – contact home for uniform change to be brought to school or student will suffer the consequence of one (1) day suspension the following day

3rd infraction - contact home, one (1) day Remote Mandatory Learning (MRL)

4th infraction - contact home, three (3) days Remote Mandatory Learning (MRL)

Inappropriate Dress for Students K-12

On specific days of celebration, there may be opportunities for students to be out of school uniform. During all times during school activities, the following are the expectations. Immediate adjustments will be made or the student will be asked to leave the school venue and/or activity.

- Ripped, torn, shredded, distressed or otherwise modified clothing is not acceptable.
- Clothing that is either revealing or provocative, showing abdomen region or cleavage, T-shirts or halter-tops, biker pants, or pants allowed to sag below the waistline or are excessively tight
- Bedtime attire such as pajamas, undershirts, or undergarments as outerwear
- Students' clothing or tattoos may not display statements or pictures that are related to the use of drugs, alcohol, tobacco products, or sex, or that promote hate and/or violence or signify gang affiliations
- Attire that may be considered weapons, including but not limited to chain belts or wallet chains
- Jewelry or similar artifacts that are obscene or may cause disruptions to the educational environment
- Hats, caps, bandanas, or do-rags, except headwear worn for legitimate religious and cultural purposes
- Flip-flops, house slippers, steel-toe-shoes or boots, or any other type of footwear that could constitute a safety hazard
- Hair rollers, hair curlers, plastic hair bags, hairnets, hair bonnets, sweat bands and skullcaps

Discipline Procedures for Dress Code Infractions:

1st infraction – change clothes into provided uniform or leave campus to serve as an out of school suspension for the remainder of the day.

During extra-curricular events the student will be redirected to change or leave the event and not return to campus during the event.

Discipline Definitions

Mandatory Remote Learning (MRL) Temporary removal of students from their regular school program. As a general reference, short-term suspensions is removal for a period not to exceed (10) days. These students will remain at home and complete their school assignments via online.

School Bus Suspension or Revocation – Denial of the privilege of riding a school bus based on misconduct occurring while the student is being transported at public expense. Bus code infractions may result in the suspension of bus privileges. A student may be suspended or expelled from riding the bus at any point in the discipline process. A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are required to attend school. Bus suspension does not affect or excuse school attendance.

Out of School Suspension - Temporary removal of students from their regular school program. As a general reference, short-term suspensions is removal for a period not to exceed (10) days. Specifically, these suspension will not allow a student to interact with our virtual schooling opportunities during the suspended student's term.

Expulsion - A student may be expelled from school based on grounds specified in the handbook. "Expulsion" means the removal of the right and obligation of a student to attend a public school under conditions set by the Board, and for a period of time not to exceed 180 school days.

District or Expulsion Hearing – A disciplinary hearing with the parent/guardian in the event that resolution is not achieved at the school level.

NOTE: A student who has been suspended or expelled from the school bus who boards, rides, or attempts to ride a school bus, without being authorized to do so, is considered to be trespassing and is subject to arrest.

NOTE: A student who has been suspended or expelled from school and returns to any District property without being authorized to do so is considered trespassing and is subject to arrest.

Center for Academic & Social Advancement (C.A.S.A.)

What is C.A.S.A.?

The Center for Academic & Social Advancement (C.A.S.A.) is designed to be a safe, non-traditional community for students who struggle in the regular school setting. Realizing that for various reasons, not all students attain full success at their home schools, it is our goal to provide for each student the academic and social and emotional support they need in order to succeed.

Mission statement: At C.A.S.A., we create an environment for individualized learning in which student instruction is self-paced and differentiated to student needs. Through our program, our goal is to help students graduate, to improve their college and career readiness skills, and to encourage responsible citizenship and lifelong learning.

Vision statement: C.A.S.A. is a partnership between students, teachers, parents, and the community whereby all students develop essential skills that will enable them to become productive citizens. The vision of the C.A.S.A. program is a community in which students value education, self-improvement, and the opportunity to succeed. C.A.S.A. is a place where:

- The education and well-being of each student are placed above all other considerations
- Differences are valued
- Both staff and students look for the positive in others
- Students' social, emotional, and academic growth are valued
- Students want to come to school because they are successful
- Students are missed if they are absent
- Students act responsibly
- Parents feel welcomed
- Teachers want to teach
- Teachers are valued for what they do

Selection Criteria

- All students must be currently enrolled and;
- Must be a year or more behind their graduating cohort and;
- At risk for continual academic failure and/or;
- Personal need of a non-traditional setting (school phobias, differentiated learning, recent JDC release, modified schedule etc.) and/or;
- In need of additional supports for behavior (care team/referral process must be complete)

Application Process

- The student will pick up an application and brochure from their guidance counselor.
- The student will then take the application and brochure home, review both forms with their parent/guardian, complete the application, and then return it to their counselor.
- The counselor will then check the application for completion and secure additional documents needed for the student (IEP summary page(s), transcript, **current grades**, discipline, attendance). The counselor will then share the completed application with the building principal.
- After reviewing the application, the principal will either approve via signature, or recommend support be provided at the building level.
- Approved applications will be forwarded, via inter-office mail, to the Coordinator of Alternative Learning for review and processed on a first-come, first-served basis.
- The Coordinator will either:
 - A) Move the application forward for continued processing, (Applications may be placed on a waiting list), **OR**
 - B) Make a recommendation to the student's counselor to provide additional support at the home school. In this event, the Coordinator will send a Denial Letter to the parent/guardian and email a copy of the letter and the Return to School Form to the counselor, assistant principal, and building principal.
- For students who are accepted, once space is available, or once a semester, C.A.S.A. staff will contact the parent/guardian for a meeting.
- At the conclusion of the meeting, the C.A.S.A. staff will meet to determine the student's potential placement in the program.
- Attending the meeting does not guarantee admission into the program. A student may not be accepted into the program for the following reasons:
 - C.A.S.A. may not be able to meet the IEP needs of the student
 - More adequate supports are available at the student's home school
 - Student data (academic, attendance, social/emotional) does not warrant a C.A.S.A. referral
 - All referrals for the current school year must be made by **prior to the beginning of 3rd quarter**.

Normandy Schools Collaborative Behavior Management System

Individual teachers create the foundations of powerful, focused school culture. Without these, any school wide culture and scholar discipline systems will crumble.

At Normandy, our mission is to provide our scholars with both the academic and character skills needed to succeed in college and beyond. As such, school culture and discipline are an important part of what we do every day. We have exceptionally high expectations for scholar behavior because we believe high standards create a safe, positive, and productive environment for our scholars. Our teachers use a large array of strategies to create and maintain joyful, rigorous classrooms. We use positive reinforcement and teach the school's values, give "shout outs" for exceptional conduct, write positive notes to scholars, and more.

Much of the power of our culture is rooted in the clarity, consistency and rationale guiding our high expectations. Behavior expectations are the same from classroom to classroom. Through the use of proactive, preventative strategies, we aim to keep all of our students in class all day, every day. While we believe deeply in the power of positive reinforcement, we also believe consequences can play an important part in encouraging scholars to make more positive choices. Moreover, consequences also help us ensure the safety of each individual child as well as the entire school community.

We understand that research offered through our recent district surveys that our parents and community members want safe and engaging classrooms for our students. We also know from research from theorists like Abraham Maslow that our students must be in safe environments to feel comfortable to intellectually grow. Our district has responded with a major component of our strategic plan focusing on classrooms and school buildings that expect and reinforce safe learning communities.

Our **Behavior Management System** is our aligned system for acknowledging and correcting scholar misbehavior. By having an aligned system, we continue to build upon our vision for excellent student culture. Specifically, we create a clear predictable system for promoting positive student behaviors while addressing and correcting maladaptive behaviors in a way that is fair and developmentally appropriate.

Lack of Classroom Materials Specific Response

Normandy Schools Collaborative scholars must be prepared daily for every class. Students are to come daily with materials needed to engage with the learning. All items needed for learning will include, but is not limited to, books, chromebooks, writing supplies such as pens, pencil, and paper, etc. Teachers and other school staff may request other items as needed for the learning and students are expected to have all materials needed. Based on this expectation, schools will have the following response:

1st and 2nd infraction = teacher interaction with communication to parent/guardian

3rd infraction = referral to office for insubordination

4th and 5th infraction = teacher interaction with communication to parent/guardian

6th infraction = conference with parent/guardian pending suspension

Continued issues with materials will equate Insubordination under Level II consequences

Tardiness Specific Response

Working towards students learning as much as possible, we need students in school and in classrooms. We know that every minute is important as we are committed to preparing our students to be leaders in the community and beyond. It is the expectation of the school and the district that students are in the classroom before the transition bells ring throughout the day. Students that transition to classes during passing periods should be aware that teachers will lock doors at the sound of the passing period ending bell begins to sound and students who are not in the classroom will be requested to report to the appropriate administration to receive a pass and have the infraction recorded. The following consequence spectrum will be followed regarding tardiness to classrooms:

1st and 2nd infraction = administrative interaction with communication to parent/guardian

3rd infraction = Suspension pending parent(s)/guardian(s) conference

4th Infraction = Contact with parent(s)/guardian(s) and one (1) day out of school suspension/MRL

5th Infraction = Contact with parent(s)/guardian(s) and three (3) day out of school suspension/MRL

6th Infraction = Contact with parent(s)/guardian(s) and fifth (5) day out of school suspension/MRL

Level I Infractions - Student Mistakes

To ensure students are provided opportunities to function in an environment conducive to learning, it is necessary that Level 1 infractions are addressed through classroom management expectations as easily fixable and does not disrupt other students nor involve overt disrespect to peers or teachers. Examples of these types of behavior include, but are not limited to:

Voice:

- Calling out (didn't raise hand)
- Talking or non-verbal communication with a classmate at an inappropriate time
- Talking during direct instruction
- Using a silly voice, voice level is intentionally the incorrect pitch
- Talking during silent times

Body + Moving Through Space:

- Tipping chairs or furniture, rocking motion
- Invading space of a peer on rug or at desk
- Running, skipping, hopping, jumping, spinning in hallway
- Getting out of your seat without asking
- Kicking furniture unconsciously
- Touching walls (hallway, classroom, etc.)
- Rushing to get in line
- Running in the hallway

Distraction:

- Tapping pencil on desk
- Doodling on school property (Books, manipulatives, etc.)
- Not doing work, off task
- Playing with shoelaces if the direction for posture has been stated
- Picking at tape on the classroom floor, displays, and/or desk
- Not responding to the teacher
- **Not being prepared for class including materials and assignments**
- **Making distracting noises during class or otherwise quiet time expectations**
- **Eating and/or drinking in spaces other than the cafeteria without permission**
- **Being off task**
- **Not following transition expectations**

These behaviors could become disruptive or impact the learning of self or others if they are not addressed and corrected by the student through self-regulation*. Therefore, prior to the moving into Level II, first referral, schools shall ensure there are various opportunities for the student to adjust their focus and behavior. The warning efforts shall include but are not limited to:

- A. One-on-one conference with the student through staff members with original redirection.
- B. End of day communication with family members of students that have received several redirection during a given time period not to exceed one day.
- C. One-on-one documented communication between the parent, Dean of Students Guidance Counselor/Social Worker, and/or teacher. Occurrences that include School Administration involvement shall require the infraction be written as the first referral to administration accompanied by documentation of the previous occurrences and intervention strategies attempted.

*After teacher has confirmed the expectations with student, clarified directions, and is 100% confident the non-compliance is coming from a choice of defiance rather than unclear expectations. Behavior issues are considered Level II Infraction: Intentional Discipline.

Level II Infractions - Intentional Disruptions

Level II Intentional Disruptions are considered as deliberate actions by the students to undermine the expectations set by the classroom teacher, school, and/or district. These behaviors will include referrals to School Administration and have an escalated response to reinforce the culture of safety and academic focus in the classrooms and overall school environment. Additionally, these infractions are annually historic. Therefore, a documented warning for a specific behavior in September of a school year could result in a suspension any time during the remainder of the school year.

Consequence Spectrum

1st Infraction – Documented and verbal warning and contact with parent/guardian

2nd Infraction – Contact with parent/guardian with Suspension Pending Conference letter

3rd Infraction – Contact with parent/guardian, one (1) day out of school suspension/MRL

4th Infraction - Contact with parent/guardian, three (3) days out of school suspension/MRL

5th Infraction - Contact with parent/guardian, move to Level IV Severe consequence

INSUBORDINATION

A student ignores or refuse to comply with directions or instructions given by district personnel and/or volunteers that hinder safety and or the learning of peers. This also includes consistent tardiness as defined as habitual during the week or term and/or a tardy past five (5) minutes without proper validation.

IMPROPER OR UNAUTHORIZED USE OF SCHOOL MATERIALS/EQUIPMENT

A student may only use school equipment, technology or materials when prior approval is given by an administrator or teacher.

INAPPROPRIATE AND IMPROPER USE OF SCHOOL TECHNOLOGY AND NETWORK USAGE.

All students must use and appropriately sign into their specific school provided Chromebook or otherwise portable device for all schooling engagement and activities. Any inappropriate use of technology including, but not limited to, the misuse of school technology such as school issued Chromebooks and/or use of the server connected to the district sign on. This directly connects with students being on non-approved, non-academic websites.

INAPPROPRIATE DISPLAYS OF AFFECTION

Students will not engage in inappropriate displays of affection, such as kissing, touching or rubbing.

INAPPROPRIATE DRESS/GROOMING

A student will adhere to the District's approved dress code policy. Refer to the Dress Code/Uniform Policy located at the beginning of this Code of Conduct document.

CHEATING/ACADEMIC MISCONDUCT

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.

TEASING, DISRESPECTFUL, OR OTHER UNKIND BEHAVIOR

Disrespectful, unkind and/or mean language or actions towards another student that includes name calling, sarcastic/crude jokes, teasing or other behavior use to distract, disturb, offend, sadden, anger, bother, irritate, or annoy.

LOITERING/TRESPASSING

A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities. **Reported to the local police authorities.**

USE OF ELECTRONIC COMMUNICATION DEVICES ("ECD"), SMART PHONES, CELLULAR PHONES OR OTHER DEVICES THAT CAUSE DISRUPTION WHILE ON SCHOOL PROPERTY

Smart phones, cell phones, personal communication devices or other ECDs while on campus must be off and out of sight. Use of these devices for educational purposes must be approved by the principal and teacher and are otherwise prohibited during the school day. The District is not responsible for the loss, theft, damage, or vandalism to student cell phones or ECDs or any other student property.

DESTRUCTION/DAMAGE OF THE PROPERTY OF THE SCHOOLS OR OTHER INDIVIDUALS

Destruction or the damage of items regardless of price valuation will not be tolerated. Students who damage the property of the school or other individuals may be responsible for full financial restitution in addition to the consequences outlined in this section. Also, depending on the severity of the destruction and/or damage the issue could be referred to the local police authorities.

A school administrator will notify the parent of the referral and consequences. A parent conference is mandatory for student reinstatement.

Level III Infractions - Unsafe Behaviors

Consequence Spectrum

1st Infraction – Contact with parent/guardian, one (1) day out of school suspension/MRL

2nd Infraction - Contact with parent/guardian, three (3) days out of school suspension/MRL

3rd Infraction - Contact with parent/guardian, move to Level IV Severe consequence

All criminal offenses will be reported to the local police authorities and could constitute legal consequences beyond the district.

EXTREMELY INAPPROPRIATE AND IMPROPER USE OF SCHOOL TECHNOLOGY AND NETWORK USAGE

Any inappropriate use of technology including, but not limited to, the misuse of school technology such as school issued Chromebooks and/or use of the server connected to the district sign on. Additionally, inappropriate websites in regards to inappropriate chat rooms, sexual and/or lewd images and/or comments via chat rooms and cameras will also fall under this specific category. All students must use and appropriately sign into school provided Chromebook or otherwise portable device for all schooling engagement and activities. **Reported to the local police authorities.**

THEFT OR RECEIPT OF STOLEN PROPERTY

Taking, conspiring to take, without permission of the owner or custodian, or receiving or possessing property known to be stolen valued. **Reported to the local police authorities as needed.**

ABUSE OF TECHNOLOGY

The act of tampering with or unauthorized use of computer hardware or software, including loading unauthorized software, making unauthorized copies of software, tampering with the hard drive, infection of computers with viruses, unauthorized internet access, unauthorized access to another's files, computers, or computer systems, and computer network "hacking." The use of the internet or Normandy Schools Collaborative technology, equipment or materials, including networks and servers to commit any offense is a violation under the Student Code of Conduct. **Reported to the local police authorities.**

GAMBLING

Participating in games of chance or skill for money or profit.

FORGERY/GIVING FALSE INFORMATION OR IDENTIFICATION

Intentionally misrepresenting information to school district personnel, such as giving false information, false identification or signing another person's name to a document.

Reported to the local police authorities.

LEAVING SCHOOL PREMISES WITHOUT PERMISSION

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

A school administrator will notify the parent of the referral and consequences. A parent conference is mandatory for student reinstatement.

Level IV Infractions - Severe

Consequence Spectrum

1st Infraction - Contact with parent/guardian, five (5) days out of school suspension/MRL

2nd Infraction - Contact with parent/guardian, ten (10) days out of school suspension w/ recommendation for expulsion.

CONTINUED INSUBORDINATION

Based on the Level II infraction of Insubordination, in the case continued behavior issues the student will receive this higher grade of consequence spectrum.

PROFANITY/OBSCENITY

Written, verbal, or electronic communication with photographs or drawings directing profanity or insulting, obscene gestures toward any individual in the school community. This also includes the use of racial slurs and derogatory statements of all kinds. Additionally, school community members are required to use appropriate language in general in regards to all communication in efforts to remain in a scholarly mindset.

VERBAL THREAT OF BECOMING VIOLENT AGAINST OR ATTEMPTED INTIMIDATION OF STAFF OR VOLUNTEER

Making a verbal or otherwise communicated threat towards a staff member of volunteer regardless of actual intent to follow through on the threat. Additionally, communication includes body language and gestures to convey threats, harm, and/or intimidation of staff members and/or volunteers. **Reported to the local police authorities.**

INCITING A FIGHT

Intentionally initiating a fight between others or with another student that results in a physical altercation. The use of words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that may cause embarrassment, discomfort, or a reluctance to participate in school activities. Students may be charged with this infraction for transmitting materials that are construed as harassment or disparagement of others based upon sex or sexual orientation.

SEXUAL MISCONDUCT

A student shall not engage in intimate physical sexual contact with another person, including, but not limited to: consensual sexual intercourse, oral sex or intentional touching of the other person's genitals, groin, inner thigh, buttock or breast or the clothing covering those areas, other inappropriate behavior of a sexual nature including displays of sexual parts. **Reported to the local police authorities.**

VANDALISM

A student will not willfully deface or cause damage to property belonging to the school or belonging to school personnel or persons in attendance at the school. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of defacement. **Reported to the local police authorities.**

BULLYING/CYBERBULLYING

Written, verbal, or physical conduct or any electronic communication that is intended to place one or more students or other persons in fear of harm or cause substantial emotional distress by directly or indirectly doing the following:

- Substantially interfering with educational opportunities;
- Adversely affecting the ability of a student(s) to participate in or benefit from school programs;
Having an actual and substantial detrimental effect on a student's physical or mental health; or
- Causing a substantial disruption of the orderly operation of school.

The use of any electronic communication (i.e. internet, personal digital assistant (PDA), smart phone, or wireless handheld device), network or technology, including social media (e.g. Facebook, Twitter, Tumblr, Instagram, etc.), to bully is cyber-bullying. Bullying and cyber-bullying are prohibited against all students, educators, employees, parent/guardians, contractors, agents, or volunteers. **Reported to the local police authorities.**

HARASSMENT

Written, verbal, or physical conduct that is persistent or pervasive that causes emotional distress or does the following to one or more students directly or indirectly:

- Substantially interferes with educational opportunities;
- Adversely affects the ability of students to participate in or benefit from school programs; or
- Causes a substantial disruption to the orderly operation of schools.

Reported to the local police authorities.

SEXTING

Forwarding, sending, using, sharing, viewing or possessing a sexually explicit image via text message, email, social networking websites and/or other electronic means using school property (computers, devices, networks, or servers) on school grounds or at school sponsored activities/events. Acts that occur off school grounds, outside of school-sponsored activities or on student owned devices that result in disruption to the orderly operation of school environment are punishable under this provision. **Reported to the local police authorities.**

VERBAL ASSAULT/DISCRIMINATION

Communicating threats against an employee or volunteer of the school district or making a bomb threat or similar threat at a school building, other school property, or a school-related event. Name calling, racial or ethnic slurs or derogatory statements directed at, and offensive to another person.

GANG ACTIVITY

Participating in gang, gang-like activity or group violence are also punishable under this provision.

Gang or gang-like activity includes an ongoing organization, association or group of two or more individuals who display one or more of the following:

- Wear or display insignia, signs that intentionally identify the student as a member of the group;
- Have a high rate of interaction among themselves to the exclusion of others; or Are frequently involved in anti-social, delinquent or criminal activity.

Reported to the local police authorities.

POSSESSION OF PROHIBITED SUBSTANCE or DANGEROUS OBJECTS***

Possession of any blade not considered to be a weapon (includes common pocketknife, plastic knife, or blunt-bladed table knife), martial arts weapons, taser, bullets, syringes, BB guns, paint guns, air strike guns, over-the-counter drugs, or devices including, but not limited to, mace or pepper spray (2 oz. or less), firearm facsimile or any other object that may puncture, wound, or otherwise injure another person. **Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.**

SEXUAL HARASSMENT

Unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, nonconsensual sexting or conduct as defined:

- Substantially interferes with educational opportunities;
- Creates an intimidating, hostile or offensive educational environment; or
- Otherwise adversely affects a student's educational opportunities.

Reported to the local police authorities.

EXTORTION, COERCION OR BLACKMAIL

Obtaining money or property or anything of value from an unwilling person or forcing an individual to either act or refrain from acting by use of either physical force or intimidation. **Reported to the local police authorities.**

FIGHTING

A physical altercation between one or more students that does not cause serious injury but requires physical restraint. **Immediate ten (10) out of school suspension pending expulsion.**

HAZING

Any intentional, knowing, or reckless activity which endangers the physical safety, causes mental distress, embarrassment, humiliation or ridicule of a student done for the purpose of being initiated into, affiliated with, participating in or becoming a member of any organization, team, group, club, school activity, regardless of whether the activity is done with or without the consent of the person(s) being hazed. **Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.**

ADMITTANCE OF UNAUTHORIZED INDIVIDUALS INTO SCHOOL BUILDINGS

The act of knowingly and intentionally admitting or allowing an unauthorized person(s) into any school building, without expressed permission from any authorized person, through any unopened door or unmonitored point of entry in a manner that breaches any method of established security. **Reported to the local police authorities.**

ARSON

The willful and malicious burning or attempt to burn any part of property that belongs to, or is under contract with the school district, or property of persons employed by the District or on school property or the setting of fires on school property. Students found guilty of this offense are subject to mandatory expulsion. **Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.**

BOMB or SIMILAR THREATS

Communicating terroristic threats, including bomb threats, or committing terroristic acts directed at any student, employee, volunteer, contractor, physical plant or property. **Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.**

PHYSICAL ASSAULT OF AN EMPLOYEE, VOLUNTEER OR CONTRACTOR

Intentionally causing, or attempting to cause physical harm to an employee, volunteer or contractor through force or violence. **Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.**

PHYSICAL ASSAULT OF ANOTHER STUDENT CAUSING GREAT BODILY HARM

Intentionally causing or attempting to cause physical harm to a student through force or violence. Acts that result in permanent injury or disfigurement. **Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.**

POSSESSION OF DANGEROUS WEAPONS

Possession of weapons and objects (other than guns) such as brass knuckles, explosives, M-80 or similar firecrackers and clubs, daggers, dirks, stilettos, knives with a blade over 3 inches, pocket knife opened by a mechanical device, iron bar, brass knuckles or other devices which have the capacity to cause serious injury or death.

Possession is defined to include:

- Carrying the item;
- Storing the item in a space used by or assigned to a student such as a locker or a desk;
- Having the item under one's control such as hiding a weapon in the building or on school grounds; or
- Voluntarily permitting another person to store the item in an assigned school space without reporting it to staff members.

Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.

POSSESSION OF A FIREARM

Firearm means: (a) any weapon (including a pistol, rifle, starter gun, gun, zip gun, pellet gun, and BB gun or any other type of gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device, such as any explosive, incendiary device, bomb, grenade, poison gas or rocket. Students found guilty of this offense are subject to mandatory expulsion. **Reported to the local police authorities and immediate ten (10) out of school suspension pending expulsion.**

SALE/DISTRIBUTION OR USE OF CONTROLLED SUBSTANCES OR ILLEGAL MATERIALS

To attempt, conspire to sell, sell or distribute any illegal or controlled substance or a substance represented to another person as illegal or controlled. Students will be charged under this section if they are in possession of an illegal or controlled substance that is packaged for sale. Illegal or controlled substances include tobacco, alcohol, narcotics, drugs prohibited by law, over the counter medicines and prescription medications not prescribed for use by the student in possession of them. This includes e-cigarettes, "edibles" and any other substance prohibited by law and/or the District. Students found guilty of the second offense D08 within the same school and in the same school year, will be charged with a C13 – Other Illegal Conduct (an expellable offense). In the event intervention is provided to a student, NSC will not be prevented from suspending or expelling the student. (For possession or use of tobacco, discipline may be reduced if the student actively participates in a smoking cessation program.) Marijuana, in any form, is not allowed on any school property or sanctioned event. **Reported to the local police authorities.**

USE OF A WEAPON OR AN OBJECT AS A WEAPON

Use of a weapon or dangerous object is defined to include:

- Using a weapon or dangerous object in a physical altercation with staff or other students;
- Having a weapon in one's possession during a physical altercation;
- Threatening a person with a weapon or dangerous object;
- Using a weapon or dangerous object while committing robbery;
- Extorting or coercing through threat or actual use of a weapon or dangerous object; or discharging of a firearm.

Immediate ten (10) out of school suspension pending expulsion

Missouri Safe School Act

Student conduct and discipline issues, including reporting requirements, will be handled in a manner consistent with the statutes comprising the Safe Schools Act, including Sections 160.261, 167.161 and 167.171 of the Revised Missouri Statutes. The District policy shall, at a minimum, require school administrators to report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following crimes or any act which if committed by an adult would be one of the following crimes:

- (1) First degree murder under section 565.020, RSMo;
- (2) Second degree murder under section 565.021, RSMo;
- (3) Kidnapping under section 565.110, RSMo;
- (4) First degree assault under section 565.050, RSMo;
- (5) Forcible rape under section 566.030, RSMo;
- (6) Forcible sodomy under section 566.060, RSMo;
- (7) Burglary in the first degree under section 569.160, RSMo;
- (8) Burglary in the second degree under section 569.170, RSMo;
- (9) Robbery in the first degree under section 569.020, RSMo;
- (10) Distribution of drugs under section 195.211, RSMo;
- (11) Distribution of drugs to a minor under section 195.212, RSMo;
- (12) Arson in the first degree under section 569.040, RSMo;
- (13) Voluntary manslaughter under section 565.023, RSMo;
- (14) Involuntary manslaughter under section 565.024, RSMo;
- (15) Second degree assault under section 565.060, RSMo;
- (16) Sexual assault under section 566.040, RSMo;
- (17) Felonious restraint under section 565.120, RSMo;
- (18) Property damage in the first degree under section 569.100, RSMo;
- (19) The possession of a weapon under chapter 571. RSMo;
- (20) Child molestation in the first degree pursuant to section 566.067, RSMo;
- (21) Deviate sexual assault pursuant to section 566.070, RSMo;
- (22) Sexual misconduct involving a child pursuant to section 566.083, RSMo;
- (23) Sexual abuse pursuant to section 566.100, RSMo;
- (24) Harassment under section 565.090, RSMo; or
- (25) Stalking under section 565.225, RSMo; committed on school property, including but not limited to actions on any school bus in service on behalf of the district or while involved in school activities.

Per Missouri Revised Statute 160.261.3, students who are suspended for any offense listed in Missouri Revised Statute 160.261.2 or any Type I behavior (see below) cannot be within 1,000 feet of any school unless:

- Student is under the direct supervision of the student's parent, legal guardian, or custodian;

- Student is under the direct supervision of another adult designated by the student's parent, legal guardian, or custodian, in advance, in writing to the principal;
- Student attends an alternative school located within 1,000 feet of a public school; Student resides within 1,000 feet of a public school
- and is on that property.

No student will be readmitted or enrolled if the student was convicted of, charged as an adult or juvenile without final adjudication, or convicted of juvenile conduct which, if committed by an adult, would constitute one of the following offenses:

1. First degree murder (§536.020, RSMo)
2. Second degree murder (§565.021, RSMo)
3. First degree assault (§565.050, RSMo)
4. Forcible rape (§565.030, RSMo)
5. Forcible sodomy (§565.060, RSMo)
6. Robber, first Degree (§569.020, RSMo)
7. Distribution of drugs to a minor (§195.212, RSMo)
8. Arson, First degree (§569.040, RSMo)
9. Kidnapping (§569.110, RSMo)

Nothing in this policy shall be interpreted to prevent the NSC from imposing discipline under the district's Code of Conduct handbook for underlying the above listed offenses even if the adult charge or juvenile petition has been dismissed or acquitted of the specific act in criminal or juvenile court, provided it is proved by a preponderance of the evidence that the student committed the underlying act.

Students with a Disability - Child with a Disability:

The Individuals with Disabilities Education Act (IDEA) defines students with disabilities as those children, ages three (3) to twenty-one (21), who have been properly evaluated as having Intellectual Disability, Hearing Impairments and Deafness, Speech or Language Impairments, Visual Impairments including Blindness, Emotional Disturbance, Orthopedic Impairments, Autism, Traumatic Brain Injury, Other Health Impairments, a Specific Learning Disability, Deaf Blindness, or Multiple Disabilities and, who because of that disability, require special education and related services. As allowed under 34 CFR 300.87 implementing IDEA, the State of Missouri also defines a child with a disability to include ages three (3) through five (5) who have been properly identified as a young child with a developmental delay.

Section 504

This designation refers to section 504 of the Rehabilitation Act of 1973, which is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance. Under federal law, a “handicapped person” is defined as one who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.⁴ These students have a 504 Evaluation and Educational Plan developed by a 504 team.

Discipline of Students with Disabilities

Regulation IV – FAPE/IEP/LRE

FAPE FOR STUDENTS SUSPENDED OR EXPELLED FROM SCHOOL

A public agency is not required to provide services to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed. In the case of a student with a disability who has been removed from the provision of special education and related services, including maintaining the student’s special education placement, for more than ten (10) school days in a school year the public agency, for the remainder of the removals must:

- (1) Provide services to the extent necessary to enable the student to continue to progress in the general curriculum, although in another setting, and to progress toward achieving the goals in the student’s IEP if the removal is:
 - a. Under the school personnel’s authority to remove for not more than ten (10) consecutive school days as long as that removal does not constitute a change of placement, or
 - b. For behavior that is not a manifestation of the student’s disability and results in a disciplinary change of placement.

DISCIPLINARY ACTIONS/REMOVALS/EXPEDITED HEARINGS

AUTHORITY OF SCHOOL PERSONNEL

School personnel may consider any unique circumstances on a case by case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

TEN (10) SCHOOL DAYS OR LESS

School personnel under this subsection may remove a student with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent such alternatives are applied to students without disabilities) without providing services. School personnel may also impose additional removals of not more than ten (10) school days consecutively in that same school year for separate incidents, as long as those removals do not constitute a change of placement. Once a student has been removed from his or her placement for a total of ten (10) school days in the same school year, the public agency must, during any subsequent days of removal in that school year, provide services to the extent required below under the subheading “Services.”

LONG TERM SUSPENSION

If school personnel seek to order a change in placement that would exceed ten (10) school days consecutively and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student’s disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities, except services must be provided to ensure the student receives a free appropriate public education, although it may be provided in an interim alternative educational setting.

CHANGE OF PLACEMENT

A removal of a student with a disability from the student’s current educational placement is a change of placement if:

- (1) The removal is for more than ten (10) school days in a row; or,
- (2) The student has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten (10) school days in a school year;
 - b. The student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in the series of removals; and,
 - c. Of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The public agency determines whether a pattern of removals constitutes a change of placement on a case-by-case basis. That determination is subject to review through due process and judicial proceedings.

SERVICES

The services that must be provided to a student with a disability who has been removed from the student's current placement may be provided in an interim alternative educational setting.

A public agency is only required to provide services to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who has been similarly removed.

A student with a disability who is removed from the student's current placement for more than ten (10) school days must:

(1) Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and

(2) Receive, as appropriate, a functional behavioral assessment, and behavior intervention services, and modifications that are designed to address the behavior violation so that it does not happen again.

After a student with a disability has been removed from his or her current placement for ten (10) school days in that same school year and, if the current removal is for ten (10) school days in a row or less and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one (1) of the student's teachers, shall determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

If the removal is a change of placement, the student's IEP Team shall determine the appropriate services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

MANIFESTATION

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the public agency, the parent, and relevant members of the IEP Team (as determined by the parent and the public agency) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or, if the conduct in question, was the direct result of the public agency's failure to implement the IEP.

If the public agency, the parent, and relevant members of the IEP Team (as determined by the parent and the public agency) determine that either the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or, if the conduct in question, was the direct result of the public agency's failure to implement the IEP applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION

If the public agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such student, provided that the public agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement. If the student already has such a behavioral intervention plan, the IEP Team must review it and modify it, as necessary, to address the behavior.

Unless the removal is due to weapons, drugs, or serious bodily injury, the student must be returned to the placement from which the student was removed, unless the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan.

SPECIAL CIRCUMSTANCES

Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP Team) for up to forty-five (45) school days, if the student:

- (1) Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of DESE or a public agency;
- (2) Knowingly has or uses illegal drugs (see the definition below) or sells or solicits the sale of a controlled substance (see the definition below) while at school, on school premises, or at a school function under the jurisdiction of DESE or a public agency; or,
- (3) Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of DESE or a public agency.

On the date on which the decision to take that action is made, the parent must be notified of the decision and provided the Procedural Safeguards statement.

DETERMINATION OF SETTING (CFR 300.531)

The interim alternative educational setting must be determined by the IEP Team for removals that are changes of placement and forty-five (45) school day placements described under special circumstances.

EXPEDITED DUE PROCESS HEARING (34 CFR 300.532)

The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a public agency that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited due process hearing.

AUTHORITY OF COMMISSION IN EXPEDITED HEARINGS

The Administrative Hearing Commission will hold the due process hearing and make a decision. The Commission may:

- (1) Return the student with a disability to the placement from which the student was removed if the Commission determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the student's behavior was a manifestation of the student's disability, or
- (2) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing Commission determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

These expedited hearing procedures may be repeated, if the public agency believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

Whenever a parent or a public agency files a due process complaint to request such a hearing:

- (1) The Administrative Hearing Commission must arrange for an expedited due process hearing, which must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing.

- (2) Unless the parents and the public agency agree, in writing, to waive the meeting or agree to use mediation, a resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

The timeline for an expedited due process hearing may not be extended; however, the case may be withdrawn and re-filed.

PLACEMENT DURING APPEALS (34 CFR 300.533)

When the parent or responsible public agency has filed a due process complaint related to disciplinary matters, the student must (unless the parent and DESE or public agency agree otherwise) remain in the interim alternative educational setting pending the decision of the Administrative Hearing Commission, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

PROTECTION FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (34 CFR 300.534)

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to students without disabilities if the public agency did not have prior knowledge of the disability. If the public agency is deemed to have knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action, the student may assert any of the protections for students with disabilities in the area of discipline. The public agency has knowledge of the disability when:

(1) The parent has expressed concern in writing that the student needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the student; or,

(2) The parent has requested an evaluation; or,

(3) The student's teacher or other school staff has expressed specific concern about a pattern of the student's behavior directly to the director of special education or to other supervisory personnel in accordance with the agency's established child find or special education referral system.

A public agency would not be deemed to have knowledge that the student is a student with a disability if the public agency conducted an evaluation and determined that the student was not a student with a disability; or determined that an evaluation was not necessary and provided proper Notice of Action Refused prior to the behavior incident; or, if the parent of the student has not allowed an evaluation of the student pursuant to IDEA or has refused services.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming the public agency is not deemed to have knowledge that the student is a student with a disability prior to the behavior that precipitated the disciplinary action), the student remains in the educational placement determined by the public agency, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, the public agency shall provide special education and related services and follow all required procedures for disciplining students with disabilities.

REPORTING CRIMES COMMITTED BY STUDENTS WITH DISABILITIES

Nothing in this part shall be construed to prohibit a public agency from reporting crimes, to appropriate law enforcement and judicial authorities, or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by students with disabilities. An agency reporting a crime shall ensure copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime.

Transmittal of records must be in accordance with Family Educational Rights and Privacy Act (FERPA).

DEFINITIONS

Controlled Substance: Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812 (c)).

Illegal Drugs: Illegal drug means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

Substantial Evidence: Substantial evidence means beyond a preponderance of the evidence.

Weapon: Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of title 18, United States Code. The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

Serious Bodily Injury: A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365 (h)(3)).

Student Grievance

The Board recognizes that, as citizens, students have the right to request redress of grievances. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process.

Accordingly, individual and group grievances should be provided for and appropriate grievance procedures implemented.

For purposes of this policy, a student grievance shall be any such that arises out of actions, procedures, and policies of this Board or its employees or the lack of such policy or procedure. The grievance will be responded to within ten (10) days of receipt.

The Board or its employees will hear the complaints and grievances of the students of the District provided that such complaints and grievances are made according to procedures established by the Superintendent.

An aggrieved student may request resolution of the grievance by initiating the following formal procedure:

A formal grievance is a complaint in writing from the student to the principal or designee. (In the event that the grievance is against the principal, designee or other administrative staff, the written grievance goes directly to the Superintendent of schools or designee.) The written grievance should be filed within five (5) school days of the event to which it refers and should include the following, as appropriate:

- a) Statement of the allegation.
- b) Description of the alleged facts.
- c) Summary of steps he/she already has taken in attempt to resolve the problem.
- d) Name/s of the person/s thought to be responsible for the alleged events.
- e) Other facts considered to be pertinent to the case.
- f) Signature of the person initiating the grievance.

Expulsion Review and Hearings

Any disciplinary action that may result in a student being referred for placement in an alternative program or expelled, must begin with a hearing to be held **within ten (10) school days of the date of the infraction.**

Parent/guardian (or authorized designee) and student are expected to attend all disciplinary hearings. The school administrator or designee must hold a hearing even though a parent/guardian is unable to or chooses not to attend. The school administrator must document all attempts to reach the parent/guardian. Parents may be represented by an advisor of their choice, who may or may not be an attorney. Parental authorization for an advisor to appear on behalf of the student must be on file in writing with the principal at the time of or before the time of the hearing. Only the parent/guardian or the advisor may speak for the child at the hearing. The selected speaker will be determined before the hearing starts.

IF THE SCHOOL ADMINISTRATOR OR DESIGNEE IS THE TARGET OF THE ALLEGED BEHAVIOR, ANOTHER ADMINISTRATOR WILL CONDUCT THE HEARING, ADVISE THE STUDENT OF THE CHARGES AND MAKE THE DISCIPLINARY DECISION.

At the hearing, the student and the parents must first be fully informed about the alleged breach in behavior and then be afforded the opportunity to present their side of the case. If allegations of unacceptable behavior are substantiated, the school administrator or designee will determine the disciplinary action to administer.

Within 48 hours of the conclusion of the hearing, the administrator or designee will inform the parent and student of the charge and the disciplinary action to be taken by letter and/or phone call.

The expulsion review panel will review cases for students recommended for expulsion for the purpose of referring the case back to the principal, assigning to an alternative education program or referring the case for an Expulsion Hearing.

Expulsion Hearings are conducted by the Hearing Officer as a designee for the Superintendent. Parent/guardian (or authorized designee) and student must attend. The student is afforded the opportunity to present their side of the case. The campus support center will document all attempts to reach the parent/guardian and the student will remain out of school until the hearing is attended. Parents may be represented by an advisor of their choice, who may or may not be an attorney. Parental authorization for an advisor to appear

on behalf of the student must be on file in writing at the campus support center at or before the time of the hearing. Only the parent/guardian or the advisor may speak for the student, unless a selected speaker is designated.

A student who commits a Level 3 infraction will be suspended and **may** be recommended for expulsion review. A student who commits a Level 4 infraction will be suspended pending the expulsion review.

Appeals

An appeal is defined as a formal request to a higher authority for a change in or confirmation of a previous decision.

BUILDING LEVEL

If a parent or student would like to discuss any discipline action, the appeal process begins with the immediate next level administration from the initial administrator involved in the discipline. Suspensions up to 10 school days may not be appealed beyond the building principal.

DISTRICT LEVEL

If an out-of-school suspension exceeds 10 days, the student and/or his parent/guardian may appeal the suspension to the assistant superintendent of the given school.

Permanent Expulsion

Missouri law requires the permanent expulsion of a student, subject to possible future reinstatement, for certain acts. These include possession of a dangerous weapon, commission of arson or criminal sexual conduct in a school building or on school grounds or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; and, for students' grade 6 and above, commission of physical assault at school against an employee, volunteer or contractor.

Interrogations and Searches

Types of Searches:

1) Individualized Student Searches

School officials possess the authority to search individual students and their personal effects (including but not limited to clothing, book packs, book bags, purses, vehicles that are parked on property owned or leased by the Board of Education, and similar items). The search will only be conducted if school officials have a reasonable suspicion that:

- a) there has been a criminal infraction or that there is a violation of a school policy or rule governing student behavior or discipline, AND
- b) the individual who is the subject of the search participated in the infraction or violation, AND
- c) evidence of the infraction or violation, or the proceeds there from, is in the possession of the student in the location to be searched.

Reasonable suspicion can be based on direct observations of the student by school officials (including but not limited to seeing a gun shaped bulge in clothing, hearing the sound of a pager or cell phone, or smelling the aroma of marijuana). Reasonable suspicion may also be based on information provided to school officials by others (including school staff, students, volunteers, and visitors) indicating that the student in question has contraband in his or her possession. A mere hunch or generalized suspicion does not constitute reasonable suspicion nor do they provide a sufficient basis for searching an individual student.

Once a school official or a member of the NSC security team has determined that a student should be searched for contraband based upon a reasonable suspicion, the following guidelines apply. A search should be no more intrusive than is necessary. If a search demands more than a “pat-down” or the emptying of pockets and the removal of coats, jackets, shoes and/or socks, school officials should contact the Director of Security immediately.

Individual searches should always be conducted by a school official of the same sex as the student being searched and to the extent practicable in the presence of another same sex school official who can act as a witness. The search may be done outside the view of any person who is not directly involved in the search. Such searches shall be conducted by NSC security members, other school officials or school staff.

2) Locker and Desk Searches

Desks and lockers are the property of the Board of Education. Students are allowed to use this property; but at all times, desks and lockers remain under the control and ownership of the Board of Education. As a condition of their use of Board property, students assume full responsibility for the security of the locker and/or desk assigned to them.

The Board of Education reserves the right to conduct random searches of desks, lockers and personal items (such as purses, book bags, coats, etc.). These searches may be conducted at any time for any reason, without notice, without student consent and without reasonable suspicion or a search warrant.

The following should be used as guidelines for the search of lockers and/or desks:

- Locker and desk searches are best performed when students are not present, such as prior to the opening of the school, after school or on the weekend.
- Locker and desk searches may include the use of trained dogs or other trained animals.
- Students should be alerted through their student handbooks or by other written materials that at any time their lockers and desks can be searched.
- Locker and desk searches may be conducted by school officials, with or without the assistance of NSC PD employees.

3) Metal Detector Screenings

a) Introduction: The purpose of a metal-detector scan is to prevent weapons and/or contraband from entering the schools. NSC reserves the right to use, but it is not limited to stationary walk through metal detectors, hand-held “wand” metal detectors, portable walk through metal-detectors, and x-ray machines. All persons who enter into District buildings used for academic instruction are subject to a metal detector scan. The Board has authorized several types of metal-detector screenings.

- 1) “As needed” Screenings: The Superintendent, his/her designee, or school official may also authorize metal-detector screenings on days on which special events such as athletic events or visits by dignitaries are held. As needed screenings may also be conducted to address safety concerns.
- 2) Daily Screenings: The Superintendent, his/her designee, or school officials may also authorize daily metal-detector screenings of students to ensure the safety and security of students, staff, volunteers and visitors.

- b) Public Notice: Each entrance of District property shall have a sign stating the equivalent of the following statement: “Any person entering this building may be subject to search.” However, the removal of the sign through vandalism or any other means shall not waive the District’s ability to conduct any subject searches contained in this policy.
- c) Scanning Procedures:
 - 1) All entrances that are that are not used during a metal-detector screening should be locked in such a way that they will prevent entry from the outside. The entrances should remain operable from the inside of the building and must comply with fire code regulations.
 - 2) Prior to passing through a metal-detector, individuals should be instructed to place their metal possessions into a separate container. Those conducting the metal-detector screenings may also ask individuals to remove any other personal items (coats, book bags, purses, etc.) so they can be scanned by a hand-held metal-detector.
 - 3) If the alarm of a metal-detector sounds, that shall be construed as reasonable suspicion for an individual pat-down search or for the search of the individual’s separate possessions (such as book bag, purse, coat, etc.). If a pat-down search is necessary, male NSC security officers should administer pat-down searches for male students, and female NSC security officers should administer pat-down searches for female students. Once that search is accomplished, another metal-detector screening should be made. If the alarm of a metal-detector sounds again, the individual should be taken to a private place for a more thorough screening and search.
 - 4) An individual should never be allowed to enter a school building until he/she can walk through a metal-detector without sounding the alarm or until some form of secondary search can identify the item causing the alarm.
 - 5) Screenings should be done as expeditiously as possible.
- d) Refusal to Cooperate: Persons who refuse to cooperate with school officials during a search authorized by this policy should be referred to the principal of the respective school. Students who refuse to be searched will have their parents contacted by school officials. At no time should a student be allowed into the school unless they are willing to be scanned and searched. Any absence that occurs as a result of refusing a search authorized by this policy should be counted as an unexcused absence.

Parent and Student Statement of Understanding, Receipt and Review of Parent/Student Handbook

TO THE PRINCIPAL:

We, the undersigned, join Normandy School Collaborative in an effort to “successfully create a clean, safe and healthy environment to promote positive student behavior and achievement.”

Therefore, **we, the undersigned, agree to:**

FOR THE STUDENT

- Read and follow the rules and regulations outlined in the Parent/Student Handbook.
- Not engage in bullying and report bullying when I see it.
- Not bring a weapon or anything that may endanger others to school or to a school event.
- Notify school staff if I see a weapon or dangerous situation in school or at a school event.
- Seek school staff assistance when conflicts arise involving me or my peers.

STUDENT’S SIGNATURE _____ **DATE** _____

SCHOOL _____

FOR THE PARENT/GUARDIAN

- Read the rules and regulations outlined in the Parent/Student Handbook.
- Teach and encourage my children to follow school guidelines.
- Respect school staff and adhere to school policies and procedures.
- Notify school officials when conflicts arise involving students.

PARENT/GUARDIAN’S SIGNATURE _____ **DATE** _____

We agree to this commitment and expect that the **School’s Principal** will:

- Respect the rights of students and parents/guardians and enforce the Parent/Student Handbook.
- Promote conflict resolution.
- Listen and act on parent and student concerns where appropriate to develop a safe and healthy school environment.

**Staff Statement of Understanding,
Receipt and Review of the Parent/Student Handbook**

I, the undersigned, join the Normandy Schools Collaborative in an effort to “successfully create a clean, safe and healthy environment to promote positive student behavior and achievement.”

Therefore, **I, the undersigned, agree to:**

Read the rules and regulations outlined in the Parent/Student Handbook.
Respect the rights of students and parents/guardians and enforce the Parent/Student Handbook.
Not engage in bullying and report bullying when I see it.
Teach and encourage my students to follow school guidelines.
Promote conflict resolution.
Listen and act on parent and student concerns where appropriate to develop a safe and healthy school environment.
Abide by all Board Policies

STAFF MEMBER’S SIGNATURE _____ **DATE** _____

SCHOOL _____