CRAWFORD COUNTY R-II

STUDENT CONDUCT & ACCOUNTABILITY HANDBOOK

A guide to Behavior Expectations, Policies, and Disciplinary Procedures in the Crawford County R-II School District

2026-2027



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Purpose

The purpose of this handbook is to provide clear, consistent expectations for student behavior and to outline the supports and disciplinary responses used across the district. It serves as a communication tool to ensure that students, families, and staff share a common understanding of behavioral expectations and consequences. By partnering with parents and guardians, we aim to create a safe, respectful, and supportive learning environment where all students can grow in character, responsibility, and academic success.

This handbook is intended to provide guidance regarding behavior expectations, discipline procedures, and support systems within the Crawford County R-II School District. While it outlines common scenarios and responses, it is not intended to be all-inclusive. No single document can anticipate every situation or cover every detail of student behavior or administrative response.

Building and district administrators are authorized to use their professional judgment and discretion to address unique or complex circumstances in a manner consistent with district policy, student safety, and the educational mission of the school. When appropriate, additional measures may be taken beyond those listed, provided they align with Board of Education policies and applicable laws.

The Board of Education policies referenced in this handbook are available in their entirety at www.ccr2.org.

District Expectations

Mission Statement

The mission of the Crawford County R-II School District is to empower and inspire every student to reach their full potential through relevant content and student-centered instruction in a safe & supportive environment.

Vision Statement

The vision of the Crawford County R-II School District is to prepare every student to be a leader who is life-ready & globally minded.

Core Values

The Crawford County R-II School District believes that the following core values are essential to success. They represent who we are, what we believe, and what we do. Everyone...Every Day.

Civility & Respect - Accountability & Ownership - Character & Integrity
Strong Work Ethic - Empathy & Compassion



One School - One Community - One Family

Student Rights & Responsibilities

The Crawford County R-II School District is committed to creating a safe, respectful, and supportive environment where all students can learn and grow. Students are active participants in their school community and are expected to contribute to a positive and productive atmosphere.

Student Rights

- To attend school in a safe and respectful environment.
- To be treated fairly and with dignity by staff and peers.
- To receive clear expectations and consistent consequences for behavior.
- To express concerns and seek help from trusted adults, including teachers, counselors, and administrators.
- To receive behavioral support when needed, including intervention plans and access to support staff.
- To participate in the learning process without discrimination, harassment, or bullying.
- To be informed of rules, expectations, and consequences as outlined in this handbook.
- To exercise constitutional rights — It should be understood that a student does not deprive himself or herself of constitutional rights upon entering school, so long as those rights do not disrupt the educational process or infringe upon the rights and freedoms of others.
- To due process, including notice of alleged misconduct and an opportunity to respond before disciplinary action is taken.

Due Process

This handbook outlines the major areas of student conduct and the corresponding disciplinary responses. All students are entitled to due process, meaning that specific procedures will be followed by school officials before imposing disciplinary actions. This includes notification of the charges and the opportunity for the student to respond.

If the student and/or legal guardian are dissatisfied with any disciplinary decision, they have the right to appeal through the following steps:

Step 1: If the concern is related to a classroom situation or teacher, contact the building principal to arrange a conference with the teacher.

Step 2: If the concern is about any matter other than a classroom issue, or if Step 1 does not resolve the issue, the matter should be submitted in writing and brought to the building principal.

Step 3: If the concern is not resolved at the building level, it should be referred to the appropriate central office administrator, the Superintendent, or the Assistant Superintendent for further review and resolution.

Step 4: Appeals related to suspensions exceeding ten (10) school days may be brought before the Board of Education. The Board serves as the final authority for long-term suspension and expulsion decisions in accordance with district policy and state law.

Student Responsibilities

- To follow school rules, classroom expectations, and directions from staff.
- To treat others with kindness, respect, and consideration.
- To take responsibility for actions and behavior.
- To report unsafe behavior, bullying, or threats to a trusted adult.
- To attend school regularly and arrive on time, ready to learn.
- To respect school property and the property of others.
- To work cooperatively with peers and staff and contribute to a positive school climate.

Parent/Guardian Rights & Responsibilities

The Crawford County R-II School District believes that strong school-family partnerships are essential to student success. Parents and guardians play a critical role in supporting positive behavior and academic achievement. This section outlines both the rights and responsibilities of parents/guardians in relation to behavior and discipline.

Parent Rights

- To be treated as a valued partner in their child's education and behavior support.
- To receive clear, timely communication about their child's behavior and disciplinary actions.
- To be informed of behavioral expectations and consequences as outlined in this handbook.
- To request meetings to discuss behavior concerns, supports, or interventions.
- To receive due process if their child is involved in a disciplinary action, including suspension or expulsion.
- To be included in behavior intervention planning for students receiving Tier 2 or Tier 3 supports.

Parent Responsibilities

- To support school-wide behavior expectations at home and in the community.
- To communicate openly with school staff about their child's behavior, concerns, or changes that may affect school performance.

- To ensure regular attendance and punctuality, as consistent routines support positive behavior.
- To participate in meetings related to their child's behavior, including conferences, team meetings, and intervention planning sessions.
- To encourage respectful behavior, personal responsibility, and problem-solving skills in their child.
- To monitor their child's use of technology and social media and promote safe, respectful online behavior.
- To model positive communication and work collaboratively with school staff to resolve concerns.

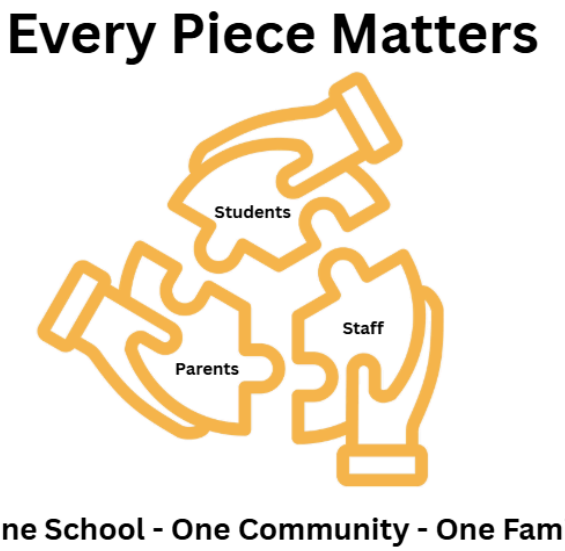
Staff Responsibilities

All staff members in the Crawford County R-II School District play a vital role in maintaining a positive, respectful, and safe school environment. Staff are expected to model the behaviors we want to see in students, uphold district policies, and work collaboratively with families and colleagues to support student success.

Staff Responsibilities

- To clearly communicate and consistently reinforce behavioral expectations with students.
- To model respectful, professional, and appropriate behavior at all times.
- To use proactive classroom management strategies that promote student engagement and reduce disruptions.
- To address inappropriate behavior promptly, fairly, and in alignment with district procedures.
- To build positive relationships with students, families, and colleagues.
- To document and report behavioral incidents accurately using the district's student information system.
- To collaborate with counselors, support staff, and administrators in supporting students who need additional behavioral interventions.
- To maintain student confidentiality and follow all applicable laws and board policies, including those related to student discipline.
- To participate in professional development related to behavior, PBIS, trauma-informed practices, and legal responsibilities.
- To communicate regularly with parents and guardians regarding student behavior, both positive and concerning, and to include them in the problem-solving process.

By fulfilling these responsibilities, staff contribute to a positive school culture where students can succeed academically and grow in character.



Guiding Philosophy

The Crawford County R-II School District believes that a safe and orderly environment is essential for student learning and success. Our approach to behavior is grounded in clear expectations, consistent practices across all schools, and fair, developmentally appropriate responses. We are committed to using Positive Behavioral Interventions and Supports (PBIS) to proactively teach and reinforce appropriate behavior while recognizing and addressing individual student needs. Discipline is viewed as an opportunity for growth, reflection, and learning—not simply punishment. Through strong partnerships with families, staff, and the community, we aim to create a positive school climate built on respect, responsibility, and accountability.

PBIS

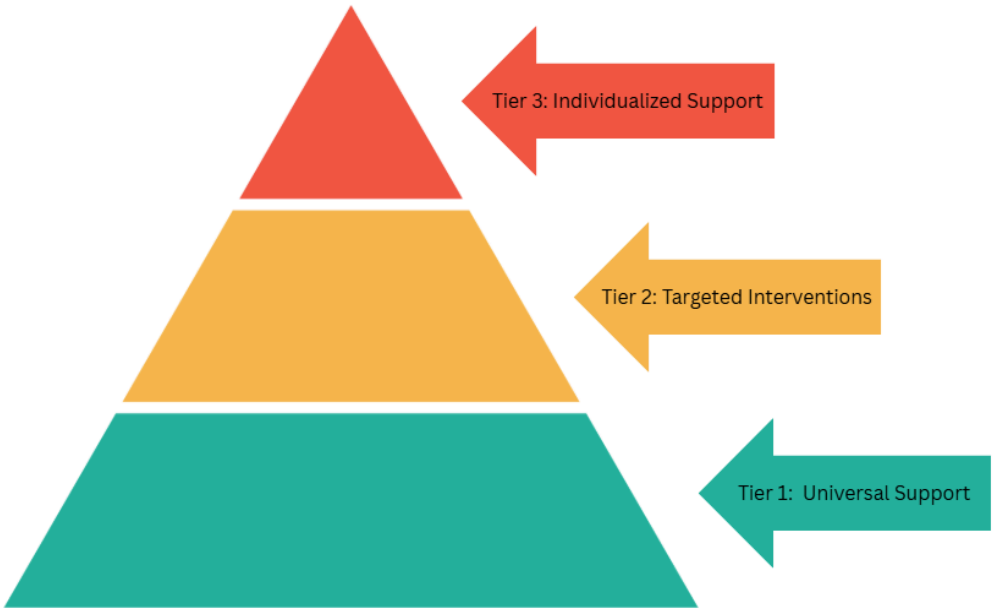
The Crawford County R-II School District utilizes Positive Behavioral Interventions and Supports (PBIS) as a proactive, district-wide framework for promoting positive behavior and creating a consistent, supportive learning environment for all students.

PBIS is a multi-tiered system of support (MTSS) that emphasizes:

- Clearly defined behavioral expectations
- Explicit teaching and modeling of expected behaviors
- Regular reinforcement and recognition of positive behavior
- Consistent and fair responses to misbehavior
- Data-driven decision-making to identify needs and track progress

Core Components of PBIS in Our District

- Tier 1 – Universal Supports:
  Expectations for behavior are clearly taught and reinforced in all classrooms and common areas. Every student benefits from proactive strategies and school-wide supports designed to promote a positive school culture.
- Tier 2 – Targeted Interventions:
  Students who need additional support receive targeted interventions such as check-in/check-out, social skills groups, or behavior contracts. These supports are designed to reinforce expected behaviors and address emerging needs.
- Tier 3 – Intensive Individualized Support:
  For students who require more intensive support, individualized strategies may be developed to address their specific needs. These strategies can include increased supervision, structured behavior plans, or other interventions based on observations, data, and team input.



PBIS: Multi-tiered System of Support

PBIS is not a program or curriculum, but rather a framework for effective discipline that encourages collaboration among students, staff, and families. Our goal is to ensure every student experiences a safe, respectful, and supportive environment where learning can thrive.

Each school in the district maintains a building-level PBIS team responsible for reviewing data, supporting staff, and continuously improving implementation efforts.

Trauma-Informed

The Crawford County R-II School District is committed to using trauma-informed practices to support the needs of all students. We recognize that some students have experienced adverse childhood experiences (ACEs) that can affect their behavior, learning, and relationships at school. A trauma-informed approach helps us respond to students with empathy, consistency, and support, rather than punishment alone.

Core Principles of Trauma-Informed Practice

- Safety: Creating environments where students feel physically, socially, and emotionally safe.
- Trustworthiness & Transparency: Clear expectations and predictable routines that build trust between staff and students.
- Connection: Fostering strong, supportive relationships with students and families.
- Empowerment: Helping students build confidence, learn self-regulation skills, and make positive choices.
- Collaboration: Working with families, counselors, social workers, and other support staff to address students' individual needs.

Implementation in Our Schools

- Staff are trained annually in trauma-informed care and de-escalation strategies.
- Classroom environments are structured and supportive, with routines that reduce anxiety and promote predictability.
- Students have access to school counselors, a school-based social worker, and mental health referrals as needed.
- Behavior is seen as a form of communication; staff work to understand the root cause and respond with appropriate interventions.

By integrating trauma-informed practices into our daily routines and discipline processes, we aim to ensure that all students are given the support they need to succeed—academically and personally.

Building Behavior Matrices

The Crawford County R-II School District believes that clear expectations and consistent responses help create a positive school climate. Each school uses a behavior matrix to outline expected behaviors across various settings (classroom, hallway, cafeteria, bus, etc.) and to communicate how positive behaviors are reinforced.

In addition, discipline response matrices help guide staff in determining appropriate responses to student misbehavior based on the severity and frequency of the behavior. The following pages include behavior and response matrices that reflect our district's commitment to proactive, respectful, and supportive behavior management.

ELM Matrix: Paws-itive Pals!

Location	Voice Level	Be Respectful	Be Responsible	Be Safe
All Settings	0-4	● Show kindness & compassion to others ● Short, straight, silent ● Accept consequences without arguing ● Give me Five	● Be here, be on time ● Follow directions the first time ● Take care of all property	● KHFAOOTY ● Stay in your assigned location
Hallway	0	● Wait your turn; do not pass	● Go directly to your destination ● Follow pawprints on the right side of the hall	● Always walk ● Face forward ● Hands at side
Cafeteria	0-2	● Allow students/classes exiting to go first ● Use polite manners ● Pick up trash and belongings	● Use time wisely ● Take only what you need ● Use a restaurant voice	● Seat to seat, feet on the floor, facing forward ● Report spills
Playground	4	● Practice good sportsmanship ● Share equipment and take turns ● Play fair and follow the rules ● Respond to the whistle (freeze)	● Dress appropriately for the weather ● Leave disagreements on the playground	● Use the equipment properly and return it to the bin ● Ask permission to leave the playground ● Be a problem solver
Restrooms	1	● Give others privacy ● Take turns	● Return to class promptly ● Flush toilet ● 1 pump of soap and count to 10 at the hand dryer ● Quick, quiet, clean	● Use equipment appropriately ● Report problems to teachers ● Keep water in the sink
Bus	2	● Use polite language ● Share seat with others ● Wait your turn to get on and off	● Arrive at the bus stop on time ● Follow school behavior expectations at the bus stop ● Keep food and other objects in a backpack	● Back to back, seat to seat, feet on floor ● Keep the aisle clear ● Walk to and from the bus ● Inform bus drivers of issues immediately
Classroom	0-3	● Allow others to learn	● Be responsible for	● Move safely

		• Listen politely and wait your turn to speak • Have a positive attitude	materials and assignments • Stay on task • Leave all non-school items at home or in backpack	• Make safe choices • Only walking in the classroom

MS Matrix: Always Follow the Wildcat Way!

Location	**Respectful**	**Responsible**	**Reliable**
Classroom	• Take care of all property • Listen and wait your turn in conversations • KHFAOOTY • Have a positive attitude • Follow directions	• Come to class prepared and ready to learn • Turn in assignments on time • Keep the classroom clean	• Come to class on time • Have all supplies ready • Take care of personal needs before class
Bus	• Stay in your seat • Keep feet on floor • Follow directions from bus driver • KHFAOOTY	• Use appropriate voice level • Report problems	• Be at stop on time • Use headphones when listening to music
Hallway	• Use appropriate language and voice level • KHFAOOTY	• Keep walkways open and stay to the right • Keep moving	• Be on time to class • Be in your assigned hallway
Restrooms	• Clean up after yourself • Respect privacy, school facilities, and honor personal space • KHAFOOTY	• Use your time wisely • Keep your hands to yourself • Return to class promptly	• Flush the toilet • Wash your hands • Report problems
Cafeteria	• Be patient and keep your place in serving line • Stay seated while eating • Level 1 voice at all time • KHFAOOTY	• Clean the table and the area around you • Pick up after yourself • Food & drinks are to remain in the cafeteria • Outside food orders are prohibited	• Return your tray and eating utensils to washing station • Deposit all litter to wastebaskets • Follow lights off signal to become quiet
Library	• Use “library voices” Level 1-2 • Keep feet on the floor • KHFAOOTY	• Return books on time • Only visit approved websites	• Know your student ID number to check out books
Technology	• Treat laptop as if you bought it yourself	• Avoid and report inappropriate sites and	• Make sure laptops are plugged in after usage

	● Take PRIDE in what is loaned to you	unsafe use ● Use technology appropriately ● Use technology for intended purpose	● Keep passwords private ● Phones are off and in your backpack/purse

HS Matrix: Wildcat Track to Success

Location	Teachable	Responsible	Accountable	Committed	Kind
Classroom	Approach new topics with an open mind Believe in your abilities Practice academic honesty	Follow the dress code Use class time wisely Stay attentive & alert in class	Come prepared with solutions to problems Turn work in on time	Strive for excellence on all work Arrive on time and leave when dismissed Study for exams	Focus on matters of your concern
Commons	Practice personal boundaries	Maintain indoor volume Keep food on trays Follow the dress code	Get and eat your own food promptly Report messes	Keep the area clean for others Leave when dismissed	Stay in your space Use kind words- Say please and thank you Wait your turn in line
Hallway	Practice personal boundaries	Walk on the right side Maintain indoor volume	Get where you need to go promptly	Keep the area clean for others Make eye contact and greet others	Stay in your space Use kind language Focus on matters of your concern
Restrooms	Practice good hygiene	Bathroom business only- go, flush, wash, leave	Use facilities correctly, quickly, and quietly	Keep the area clean for others	Stay in your space Focus on matters of your concern
Assemblies	Be a polite observer or active participant	Act and react appropriately Keep hands and feet to yourself	Remain in your designated space When dismissed, return directly to the assigned destination	Remain seated and focused	Stay in your space Use kind words

Lot/Buses	Set a good example for other students	Board buses promptly Bring all materials in from vehicles upon arrival	Sit and remain in assigned seats on buses Park in the assigned spot with parking tag displayed	Follow all traffic laws Use designated crosswalks	Wait your turn to enter and leave the parking lot and spaces
Technology	Exercise internet safety Appropriately utilize resources Communicate professionally	Keep computer settings the same Use only approved websites/apps Keep personal information secure	Follow your technology agreement, per the handbook	Consistently care for and charge your devices Treat your device as if it were your own	Use proper email etiquette Use kind language- including to tech support staff
After School Activities	Use opportunities to hone skills	Stay on task Be on time	Leave facilities better than you found them	Stay focused on the purpose	Show respect to officials and opposing teams Use kind language Leave nature alone

Student Code of Conduct

The Crawford County R-II School District is committed to maintaining a safe, respectful, and orderly learning environment. Disciplinary measures are based on the nature and frequency of the behavior and are guided by Board Policies P2600 and P2610. These measures may include detention, in-school suspension, out-of-school suspension, or expulsion. Administrators may apply discretion based on individual circumstances, and students are entitled to due process.

General Expectations:

1. Respect the rights of others
2. Follow school rules and staff directions
3. Attend school regularly and arrive on time
4. Maintain academic honesty
5. Avoid behavior that disrupts learning or endangers others

Examples of misconduct include, but are not limited to: possession or use of drugs, tobacco, or alcohol, fighting or assault, harassment or bullying, theft or vandalism, weapons possession, repeated disrespect or defiance, academic dishonesty, and technology misuse. Detailed descriptions and consequences for misconduct are outlined in Regulation 2610.

Minor and Major Infractions

The examples of minor and major behavioral infractions provided in this handbook are not exhaustive. They are intended to serve as a guide for staff, students, and families in understanding typical behaviors and corresponding levels of response. School administrators have the authority to evaluate each situation individually and assign consequences based on the nature, frequency, and severity of the behavior, in alignment with district policy and due process requirements.



CRAWFORD COUNTY R-II
EXAMPLES OF MINORS VS. MAJORS

Minors
(Classroom Managed Behaviors)

- Academic dishonesty (e.g., copying homework)
- Argumentative responses or backtalk
- Cell phone use in violation of policy (1st or 2nd offense)
- Classroom disruptions (verbal or nonverbal)
- Dress code violations
- Failure to complete or turn in assignments
- Failure to keep hands, feet, and other objects to self (KHAFOOTY)
- Inappropriate language or name-calling
- Inappropriate public display of affection
- Off-task behavior or lack of engagement
- Passing notes (physical or digital)
- Refusal or failure to comply with staff directions
- Repeated use of profanity not directed at others
- Roughhousing or playful physical contact (horseplay)
- Speaking out without permission
- Tardiness to class
- Unprepared for class (e.g., missing materials or supplies)
- Writing or marking on school property

Note: Patterns of repeated minor behaviors may result in an office referral and be addressed using Tier 2 or Tier 3 interventions based on student need.

Majors
(Office Managed Behaviors)

- Alcohol possession, use, distribution or being under the influence
- Cell phone violation (repeated or after prior consequences; referral required)
- Cutting class or leaving campus without permission
- Defiance or insubordination (repeated or significant)
- Directed use of profanity toward staff or students
- Disruptive or inappropriate sexual behavior, including lewd notes or gestures
- Drug, tobacco, or controlled substance possession, use, or distribution
- Fighting or physical aggression (beyond horseplay)
- Harassment, including sexual or discriminatory harassment
- Intimidation, bullying, or threatening behavior
- Repeated or severe violations of attendance expectations
- Repeated public display of affection
- Repeated violations of the dress code
- Repeated backtalk or argumentative defiance
- Security breach or bypassing building safety protocols
- Theft or vandalism of school or personal property
- Weapons possession, use, or threat involving a weapon

Note: Major behaviors may result in immediate office referral, out-of-school suspension, and/or referral to the superintendent in accordance with Board Policies P2600 and P2610. Law enforcement may be contacted depending on the severity of the infraction.

Bus Rules & Regulations

The school bus is considered an extension of the classroom, and students are expected to follow all behavior expectations while riding. The bus driver is responsible for the safety of all passengers and has full authority over the bus and its riders.

To ensure safe and respectful transportation, students are expected to follow these rules:

- Follow all directions given by the driver promptly and respectfully.
- Arrive at the bus stop on time. Buses will not wait for tardy students.
- Remain off the roadway while waiting for the bus.
- Board and exit the bus only when it has come to a complete stop.
- Remain seated, facing forward, with feet and belongings out of the aisle.
- Do not stand, switch seats, or move around while the bus is in motion.
- Refrain from loud, disruptive, or unnecessary conversations with the driver.
- Speak respectfully to the driver and other students at all times.
- No fighting, scuffling, pushing, tripping, or throwing objects.
- No cursing, obscene language, or inappropriate gestures.
- No eating, drinking, or gum chewing on the bus.
- No tobacco, vaping, alcohol, or illegal substances are allowed.
- Keep hands, arms, and head inside the bus at all times.
- Do not bring balloons, glass containers, live animals, or reptiles on the bus.
- Damage to the bus must be reported immediately to the driver.
- The driver has the authority to assign seats as needed.

Failure to follow these rules may result in disciplinary action, including loss of bus privileges. Students may be recorded by video surveillance at any time while riding the bus, without prior notice, for safety and security purposes.

Dress Code

The responsibility for student appearance rests primarily with students and their parents or guardians. The Crawford County R-II School District expects all students to dress in a manner that is appropriate for a learning environment and does not interfere with the educational process or create a distraction for others.

To maintain a safe and respectful learning environment in all schools, the following dress code guidelines apply to students in all grade levels:

1. **Clothing must adequately cover undergarments.** If undergarments are visible, the outfit is not considered appropriate for school.
2. **Students must wear clothing that covers the back, chest, buttocks, and midsection.** Tops and bottoms should provide sufficient coverage when standing, sitting, or moving.

3. **Tank tops, sleeveless shirts, and sports jerseys** must have straps at least one inch wide or be worn with a t-shirt underneath. Arm openings should be modest and not extend significantly below the armpit.
4. **Shorts, skirts, and dresses must be of sufficient length** to prevent distraction. As a general guideline, hemlines should extend to the point where a student's palms meet their legs when standing with arms at their sides.
5. **Clothing or accessories may not display or promote** alcohol, tobacco, drugs, weapons, violence, profanity, or sexually explicit or suggestive messages.
6. **Headwear that causes a distraction to the learning environment is not permitted.** Teachers and administrators may ask students to remove hats at any time.
7. **Footwear must be worn at all times.** Shoes must be appropriate for daily school activities and recess.
8. **Blankets are not allowed** on school buses or inside school buildings.

No dress code can address every possible trend or fashion. Final decisions regarding whether attire is appropriate and aligns with the expectations of a productive educational environment will rest with the building principal or designee.

Behavior Response Process

To support consistent behavior management, the following process outlines how staff may respond to behavior incidents based on severity and frequency.

Classroom-Managed Behavior Response (Minor Infractions)
Handled by the teacher with documentation and parent communication as needed.

General Process:

- Teacher who observes behavior reteaches expectations and redirects the student.
- Apply an appropriate classroom-level consequence (e.g., seat change, time-out, loss of privilege, lunch detention, after school detention).
- Document the incident using the classroom tracking system or Lumen if recurring.
- Contact the parent or guardian if the behavior continues.
- If the behavior becomes chronic or escalates, submit an office referral with documentation of previous interventions.

Office-Managed Behavior Response (Major Infractions)
Handled by building administration. These behaviors are serious, dangerous, or persist despite prior interventions.

General Process:

- Ensure safety and de-escalate the situation if necessary.

- Submit an office referral using Lumen.
- Administration investigates the incident and assigns appropriate disciplinary action.
- Parent or guardian is contacted by the administrator.
- The incident is documented in the student's discipline record.
- Administrator coordinates any necessary follow-up (e.g., counseling referral, intervention plan, behavior plan).

Board of Education Policy

A full list of Board of Education policies, including those referenced in this handbook, can be accessed on the district website at www.ccr2.org under the Board of Education > Policies section. These policies provide detailed guidance and serve as the foundation for all discipline-related procedures and decisions.

P 2600 Discipline
The District has the authority to discipline for student conduct that is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by building principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

The District will provide annual in-service training to all employees concerning the District's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

P 2610 Misconduct & Disciplinary Consequences
All students attending school in District schools will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the District's discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can learn. Students who engage in significant acts of misconduct off campus which materially and adversely impact the educational environment of district students to the extent allowed by law will be subject to discipline up to and including expulsion.

R 2610 Misconduct and Disciplinary Consequences
The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation or the student handbook which includes the code of student conduct and disciplinary consequences, as well as the District's corporal punishment policy, if any, will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

- **Alcohol**
  Possession of or presence under the influence of alcohol regardless of whether the student is on the school playground, parking lots, school buses, and at school activities on or off the property.
    - First Offense: 1-180 days out-of-school suspension, notification of law enforcement officials, documentation in student's discipline record. Counseling will be required for the student to return to school.
    - Subsequent Offenses: 1-180 day out-of-school suspension and recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline file.

  Sale or purchase or distribution of alcohol
    - First Offense: 1-180 days out-of-school suspension with recommendation to superintendent for long-term suspension or expulsion, notification of law enforcement officials, and documentation in student's discipline file.

- **Arson**
  Intentionally causing or attempting to cause a fire or explosion.
    - First Offense: Detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, documentation in student's discipline file, and restitution if appropriate.
    - Subsequent Offenses: 1-10 days in-school suspension, 1-180 days out-of-school suspension and recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, documentation in student's discipline file, and restitution if appropriate.

- **Assault**
  Assault of a Student or Staff Member - Use of physical force with the intent to do bodily harm.
    - First Offense: Principal/Student conference and detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Notification to law enforcement officials.
    - Subsequent Offenses: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Notification to law enforcement officials.

- **Bullying**
  Intentional intimidation or infliction of physical, emotional, or metal harm [see policy 2655]
    - First Offense: Principal/Student conference, parents contacted, loss of privileges, detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, and notification of authorities.
    - Subsequent Offenses: Detention, 1-10 day in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, and notification of authorities.

- **Fighting**
  Physically striking another in a mutual contact as differentiated from an assault. Authorities may be notified with each fighting offense.
    - First Offense: 1-10 days out of school suspension.
    - Subsequent Offenses: 1-10 days out of school suspension.

- **Disrespectful Conduct or Speech/ Defiance of Authority/Insubordination**
  Disrespectful verbal, written, or symbolic language or gesture or any behavior which is inappropriate to public settings directed at staff members. Refusal to obey directions or defiance of staff authority.
    - First Offense: Principal conference, detention, 1-5 days in-school suspension, 1-2 Saturday School or 1-10 days out-of-school suspension.
    - Subsequent Offenses: Detention, 1-10 days in-school suspension, 1-3 Saturday School or 1-180 days out-of-school suspension.

- **Disruptive Speech or Conduct/Classroom Misbehavior/Inappropriate Behavior**
  Conduct or speech, verbal, written symbolic, which materially and substantially disrupts classroom work, school activities, or school function.
    - First Offense: Principal/Student conference and loss of privileges, detention, 1-3 days in-school suspension, 1-2 Saturday School, or 1-10 days out-of-school suspension.
    - Subsequent Offenses: Principal/Student conference and detention, 3-10 days in-school suspension, 1-3 Saturday School, or 1-180 days out-of-school suspension with possible recommendation to the superintendent for long-term suspension or expulsion.

- **Drug/Controlled Substance**
  Possession of or attendance (presence) under the influence of controlled substance, unauthorized narcotic substance, counterfeit or drug related paraphernalia or substance represented thereof, on the school playground, school parking lots, school buses and at school activities whether on or off the property.
    - First Offense: 1-180 days out of school suspension, notification of law enforcement officials, and documentation in student's discipline record. Counseling will be required for the student to return to school.
    - Subsequent Offenses: 1-180 day suspension and recommendation to Superintendent for long term suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.

  Sale, purchase or distribution of any controlled substance, unauthorized narcotic substance, counterfeit or drug related paraphernalia or substance represented thereof, on the school playground, school parking lots, school buses and at school activities whether on or off the property.
    - First Offense: 1-180 days out-of-school suspension with recommendation to superintendent for long term suspension or expulsion.
    - Subsequent Offenses: 1-180 days out-of-school suspension with recommendation to superintendent for long term suspension or expulsion.

Prescription Medication

Possession of a prescription medication without a valid prescription for such medication on school premises or on a school bus.

- First Offense: Detention, 1-10 days in-school suspension, 1-180 days out of school suspension, notification of law enforcement officials, and documentation in student's discipline record. Counseling may be required for the student to return to school.
- Second Offense: 1-10 days in-school suspension, 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.

Sale, purchase or distribution of any prescription medication to any individual who does not have a valid prescription for such medication on school premises or on a school bus.

- First Offense: 1-180 day suspension with recommendation to superintendent for long term suspension or expulsion.
- Subsequent Offense: 1-180 day suspension with recommendation to superintendent for long term suspension or expulsion.

- **Extortion**

  Threatening or intimidating any student for the purpose of obtaining money or anything of value.
  - First Offense: Principal/Student conference and detention, 1-5 day in-school suspension, or 1-10 days out-of-school suspension.
  - Subsequent Offense: 1-10 days in-school suspension, 1-180 days out-of-school suspension, with possible referral to superintendent for long term suspension or expulsion, and possible documentation in student's discipline record.

- **Firearms and Weapons**

  Weapons (see Regulation 2620) & (Board Policy 2673) Possession of a firearm or weapon defined in 18 U.S.C.921 of 571.01RsMo., which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.
  - First Offense: Referral to superintendent for one calendar year suspension or expulsion. Notification to law enforcement officials, and documentation in student discipline record.

- **Harassment (Includes Sexual Harassment)**
  Use of material of sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.
    - First Offense: Principal/student conference, parent contacted, and detention, 1-5 days in-school suspension, or 1-180 days out-of-school suspension with possible referral to superintendent for long-term suspension or expulsion.
    - Subsequent Offenses: Principal/student conference, parent contacted and 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible referral to superintendent for long-term suspension or expulsion.

- **Improper Display of Affection**
  Physical contact that is inappropriate for the school setting. Students are permitted to hold hands. All other physical contact is not acceptable.
    - First Offense: Principal/Student conference, parents are contacted, and detention, 1-3 days in-school-suspension, or 1-10 days out-of-school suspension.
    - Subsequent Offenses: Principal/Student conference, parents contacted and detention, 1-10 days in-school suspension or 1-180 days out of school suspension.

- **Improper Language**
  Threatening Language
  Use of verbal, physical or written threats to do bodily harm to person or personal property.
    - First Offense: Principal/Student conference and detention, 1-3 days in-school suspension, or 1-10 days out of school suspension.
    - Subsequent Offenses: 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Possible documentation in student's discipline record.

  Use of Obscene, Vulgar, or Profane Language
  Conduct or speech, verbal or written or symbolic, describing sexual conduct which is offensive or obscene.
    - First Offense: Principal/Student conference, detention, 1-3 days in-school suspension, or 1-10 days out-of-school suspension.
    - Subsequent Offenses: Detention, 1-10 days in-school suspension or 1-180 days out-of-school suspension.

Disruptive or Demeaning Language or Conduct/Disparaging Damaging Language
Use of hate language to demean other persons due to the race, gender, disability, natural origin, or religious beliefs. This provision also includes conduct, verbal, written, or symbolic speech which materially and substantially disrupts class, school activities, transportation, or school functions.

- First Offense: Principal/Student conference, detention, 1-3 day in-school suspension, 1-2 Saturday School, 1-10 days out-of-school suspension.
- Subsequent Offenses: 1-10 days in-school suspension, 1-3 Saturday School, 1-180 days out-of-school suspension.

- **Inappropriate Sexual Conduct**
  Physical touching of another student in the area of the breasts, buttocks, or genitals.
  - First Offense: Principal/Student conference, parents contacted and detention, 1-10 days in-school suspension, 1 - 180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, and documentation in student's discipline record.
  - Subsequent Offenses: Principal/Student conference, parents contacted and detention, 1 - 180 days out-of-school suspension with recommendation to the superintendent for long-term suspension or expulsion, and documentation in student's discipline record.

- **Indecent Exposure**
  includes display of breasts, buttocks, and genitals in a public location.
  - First Offense: 1-180 days out of school suspension with possible recommendation to the superintendent for long-term suspension or expulsion.
  - Subsequent Offenses: 1-180 days out-of-school suspension with recommendation to the superintendent for long-term suspension or expulsion.

- **Theft**
  Nonconsensual taking or attempt to take the property of another.
  - First Offense: Return of or restitution for property. Principal/Student conference, detention, 1-3 days in-school suspension or 1-10 days out of school suspension.
  - Subsequent Offenses: Return of or restitution for property. Detention, 1-5 days in-school suspension or 1-180 days out of school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Authorities will be notified.

- **Tobacco**
  Possession or use of tobacco or tobacco products

- First Offense: Confiscation, Principal/Parent/Student conference and detention, 1-5 days in-school suspension, or 1-5 days out-of-school suspension.
- Subsequent Offenses: Confiscation, Principal/Parent/Student conference and 1-10 days in-school suspension, or 1-10 days out-of-school suspension, notification of authorities.

- **Truancy**
  Absent or tardy from class or classes without authorization.
  - First Offense: Principal/Student conference and detention, 1- 3 days in-school suspension or 1-2 Saturday School.
  - Subsequent Offenses: 1-10 days in-school suspension or 1-10 days out-of-school suspension.

- **Vandalism**
  Intentional damage or attempt to damage property belonging to the staff, students or the District.
  - First Offense: Principal/Student conference, parent notified, and detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Restitution if appropriate.
  - Subsequent Offenses: Principal/Parent/Student conference, parent notified, and 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Restitution if appropriate. Authorities are notified.

- **False Alarms**
  Tampering with emergency equipment, setting off false alarms, making false reports.
  - First Offense: Principal/Student conference and detention, 1-10 days in-school suspension, or 1 - 180 days out-of-school suspension with possible referral to superintendent for long term suspension.
  - Subsequent Offenses: Principal/Student conference and 1-10 days in-school suspension, or 1-180 days out-of-school suspension with referral to superintendent for long term suspension or expulsion.

- **Gangs**
  Gang activities, whether verbal, written or symbolic, which disrupts the educational environment.
  - First Offense: Principal/Student conference and detention, 1-10 days in-school suspension or 1 -10 days out-of-school suspension.

- Subsequent Offenses: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion.

- **Violation against Public Decency and Good Order**
  - First Offense: Principal/student conference, detention, 1-5 day in-school suspension, 1-10 days out of school suspension.
  - Subsequent Offenses: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion.

- **Prohibited Items**
  Laser pens, and other such devices are not allowed at school or on school buses. If there is a specific project where one of these items is needed, prior approval must be obtained from the principal.

- **Sexual Misconduct**
  The offenses of child molestation in the 1st degree, deviant sexual assault, sexual misconduct involving a child, and sexual assault will result in the automatic expulsion from school. This school policy is in effect for school playgrounds, parking lots, school buses and at school activities, whether on or off school property.
  - First Offense: 1-180 days out-of-school suspension with referral to superintendent for long-term suspension or expulsion.

- **Bus Misconduct**
  Any offense committed by a student on a district-owned or contracted bus shall be punished in the manner as if the offense had been committed at the student's assigned school. In addition, bus-riding privileges may be suspended or revoked.
  - First Offense: Verbal warning, assigned seat, 1-3 days in-school suspension, or 1-5 days suspension from bus transportation.
  - Subsequent Offenses: Assigned seat, 1-5 days in-school suspension or 1-10 days suspension from bus transportation or permanent bus suspension.

- **Classroom Tardies**
  A tardy will be documented when a student arrives late to class without permission. This policy is designed for use each nine (9) week grading period.
  - First Offense: warning from the teacher.
  - Subsequent Offenses: warning, parent contacted, detention, 1-2 Saturday School, 1-3 days in-school suspension, or 1 day out-of-school suspension.

- **Dishonesty**
  Signing parents or other names to notes; academic dishonesty/plagiarism/cheating; or failure to tell the truth. Students will receive a grade of "0" for academic dishonesty/plagiarism/cheating for the assignment and also the following consequences.
    - First Offense: Principal/Student conference, detention, 1-3 days in-school suspension or 1-2 Saturday School.
    - Subsequent Offenses: Detention, 1-3 Saturday School, 1-10 days in-school suspension, or 1-180 days out-of-school suspension.

- **Dress Code**
  Clothing or accessory items which may disrupt the educational environment; i.e. items which depict alcohol, tobacco, illegal substances, offensive and/or obscene pictures or words.
    - First Offense: Principal/student conference and student will change to proper attire.
    - Subsequent Offenses: Detention, 1-10 days in-school suspension, 1-2 Saturday School or 1-10 days out-of-school suspension.

- **Board of Education Policy 2621 Cell Phones - Display and Usage**
  Students may not display or use cell phones or other "electronic personal communication devices" ("devices") (as defined below) from the beginning of the school day (the first bell) through the end of the school day (the last bell), including, but not limited to, during instructional time, meal times, breaks, time between classes, and study halls. Students must keep all devices powered off and stored in a lock box or designated areas determined by the administration.

  Exceptions will be allowed when the display and use of the device is necessary for compliance with the following:

  A. A student's individualized education program, or IEP developed pursuant to the IDEA, 20 U.S.C. Section 1401;
  B. A student's 504 Plan, created pursuant to the Rehabilitation Act of 1973, 29 U.S.C. Section 794;
  C. A student's individualized emergency health care plan or an individualized health care plan established under Section 167.625 RSMO;
  D. The Americans with Disabilities Act, 42 U.S.C. Section 12101;
  E. The Rehabilitation Act of 1973, 29 U.S.C. Section 794;
  F. The Civil Rights Act of 1964, 42 U.S.C. Section 2000e;

G. The Equal Educational Opportunities Act of 1974, 20 U.S.C. Section 1701 regarding English language learners, as defined in 29 U.S.C., Section 3102;
H. In the case of an "emergency", defined as a serious, unexpected, and dangerous situation that requires immediate action, including, but no limited to the following:
    a. An active fire;
    b. An active tornado or earthquake;
    c. An active shooter;
    d. An evacuation of school grounds; or
    e. A medical emergency.
I. When directed to use such device for an educational purpose.

"Electronic personal communication devices" are defined as any portable device that is used to initiate, receive, store, or view communication, information, images, or data electronically, and includes, but is not limited to, cell phones, tablets, smartwatches, iPods, MP3 players and beepers).

Students who violate this policy will be subject to discipline in accordance with the Student Code of Conduct, and Board Policies and Regulations 2600 and 2610. Consequences for violation of this policy are set forth in the Student Code of Conduct and Board Policy/Regulation 2610.

Further, school officials are authorized to confiscate a device if the official determines that a student has disrupted the learning environment through the use or display of a device, has displayed or used a device during unauthorized times, or has used or displayed a device without permission. Confiscated devices will be returned, at the school official's discretion, to the student's parent or guardian at the end of the school day or as soon as practicable as determined by a school official. However, school officials are authorized to provide the confiscated device to law enforcement officials, if authorized pursuant to law, or to otherwise retain the device, if authorized by law. Confiscated devices are subject to search pursuant to Board policy. The school is not responsible for lost or stole cell phones or other electronic personal communication devices.

- **Cell Phone**
    - First offense: Phone is confiscated, principal/student conference and 1-2 days of In School Suspension. Parents must pick up the phone from the office.
    - Second offense: Phone is confiscated, principal/student conference and 2-3 days of In School Suspension. Parents must pick up the phone from the office.

- Third offense: Phone is confiscated, principal/student conference, and 3-5 days of In School suspension. Parents must pick up the phone from the office.
  **Phone is placed in the office each morning from the date of the 3rd infraction. Students who do not place their phones in the office and are to be found with them will serve 1-3 days of Out of School Suspension for each infraction.*

- **Hazing**
  - First Offense: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion.
  - Subsequent Offenses: 1-180 days out-of-school suspension with recommendation to superintendent for long-term suspension or expulsion.

- **Technology Misconduct**
  Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device; gaining access to sites that are prohibited by District's firewall (such as pornographic sites).
  - First Offense: Restitution if appropriate. Principal/student conference, loss of internet user privileges for up to two (2) weeks and detention, 1-5 days in-school suspension or 1-10 days out-of-school suspension.
  - Subsequent Offenses: Restitution if appropriate. Principal/student conference, loss of internet user privileges for up to remainder of the school year and detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension.

Legal Compliance

P 2672 Discipline of Students with Disabilities
The obligation and the responsibility to attend school regularly and to comply with the District's discipline policies applies to all students. The District may discipline a student with a disability who has not complied with the District's discipline policies in a manner that is consistent with the District's policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such

services are provided to students without disabilities who have been similarly removed in accordance with applicable federal and state law and Board policy.

R 2672 Discipline of Students with Disabilities

Removal from Current Educational Placement for Not More Than Ten Consecutive School Days; Not More Than Ten Cumulative Days Removal for the Current School Year

A student with a disability who violates the District's discipline policy who has not been removed from the current educational placement for more than ten (10) cumulative days for the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students.

Services will not be provided to the student when the total number of days the students has been removed from the current educational placement is not more than ten (10) days, unless services are provided to children without disabilities who have been similarly removed.

Removal from Current Educational Placement for More than Ten Cumulative School Days

A student with a disability who violates the District's discipline policy who has been removed from the current educational placement for more than ten (10) cumulative days in the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students, if the pattern of short term exclusions totaling more than ten (10) cumulative days does not constitute a change of placement.

On the eleventh day of removal in a school year, the District will provide educational services. If the cumulative removals do not constitute a change of placement, the services to be provided will be determined by school personnel in consultation with the student's special education teacher.

A series of removals from the current educational placement for more than ten (10) days may amount to a pattern of exclusion that constitutes a change of placement. If a student with a disability has been removed for more than ten (10) cumulative school days and the removals constitute a change of placement, or if a school administrator determines that a removal for more than ten (10) consecutive school days is being considered, on the date a decision to make such a removal is made, the parents will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing a cumulative removal that constitutes a change of placement or when considering a removal of greater than ten (10) consecutive school days, the District will convene an IEP meeting to develop a functional

behavioral assessment plan if one has not previously been conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as necessary.

In addition, not later than ten (10) days after the date of the decision to remove a student for more than ten (10) cumulative days constituting a change of placement, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to disciplinary action.

If a determination is made that the student's behavior was not a manifestation of the student's disability, disciplinary rules will be applied to the student in the same manner they would be applied to a student without a disability, except that a free appropriate public education will be provided to the student as determined by the IEP team.

Long-Term Changes in Placement (Drugs, Weapons, and Serious Injury)

In addition to any other actions consistent with this regulation, District administrators may assign a student to an interim alternative educational setting for a period of time not to exceed forty-five (45) calendar days, when a student with a disability is involved in a disciplinary action involving:

Possession of a weapon at school or at a school function; or

Possession or use of illegal drugs or sale or solicitation for sale of a controlled substance while at school or at a school function; or

A serious bodily injury.

On the date a decision to make such a removal is made, the parents/guardians will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing such a removal, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not been previously conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as needed.

Not later than ten (10) days after the date of the decision to place a student in an interim alternative educational setting, the IEP team and other qualified personnel will meet to

review the relationship between the student's disability and the behavior subject to the disciplinary action and to determine the interim alternative educational placement.

The IEP team will decide on an interim alternative educational setting that will allow the student to continue to progress in the general curriculum, to receive the services and modifications that will enable the child to meet the goals set out in the student's IEP, and to receive services and modifications to attempt to prevent the student's behavior from recurring.

IDEA Disabled Students

Students who are disabled pursuant to the IDEA will be disciplined pursuant to the IDEA as amended an its implementing regulations, as well as applicable state statutes and the Missouri State Plan for Special Education Regulations Implementing Part B of the IDEA.

Section 504 Disabled Students

The following procedures apply to students who are disabled pursuant to Section 504 of the Rehabilitation Act alone (students who are not disabled pursuant to the IDEA). In general, most 504 students should be expected to follow the District's disciplinary policies, rules, regulations and procedures and this should be noted on the 504 Plan. When determining a student's 504 eligibility, the multidisciplinary team should consider whether the impairment that is substantially limiting has a direct impact on a student's behavior and, if so, the team may consider conducting a functional behavioral assessment as part of the student's evaluation. If the team concludes that the impairment has a direct and substantial relationship to the student's behavior, the team should address the behavior through the 504 Plan and should consider whether a behavior plan is necessary for the student to have an equal opportunity to participate.

Under Section 504, a disciplinary removal from a student's placement for more than 10 consecutive school days constitutes a change of placement and requires certain procedures be followed. When a student is suspended, out of school, for more than 10 consecutive school days or when a student's short term removals (10 days or less) constitute a pattern of exclusion as currently defined by the IDEA, the District will, within 10 school days of the date of the decision to change the student's placement through a disciplinary removal, convene a multidisciplinary team to determine if the student's act of misconduct is related to his or her disability. The multidisciplinary team will apply the IDEA manifestation standard that is in place at that time. Prior to, or as part of the manifestation determination, the team will conduct a reevaluation pursuant to Section 504. Such reevaluation may consist of a review of existing data alone or in conjunction with formal assessments. The parents will be invited to attend but are not required participants.

If the team concludes that the student's misconduct is related to his or her disability, the student can be suspended for up through 10 consecutive school days with no educational services provided or for any amount of cumulative school days, so long as a pattern of exclusion is not created. If deemed necessary, the team may need to convene to determine if a change of educational placement may be needed or if the student should be referred under the IDEA.

If the team concludes that the student's misconduct is unrelated to his or her disability, the student will be treated the same as nondisabled students and may be suspended or expelled according to District policy and the Student Code of Conduct. District administrators will determine the appropriate discipline including, but not limited to, a long-term suspension or expulsion. During the period of disciplinary removal, the District will not provide any educational services to the student unless it provides such services to its nondisabled students in similar circumstances.

A student is not considered to be disabled under Section 504 if he or she is currently engaged in the illegal use of drugs when the District is acting on the basis of that use. Therefore, when a 504 student is being disciplined for the current illegal use of a controlled substances (including alcohol), that student will lose his or her 504 protection and will be disciplined as if he or she was a regular education student. No manifestation determination will be held.

Definitions

Illegal Drug means a controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

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 2 1/2 inches in length.

Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. 812 (c).

P 1301 Prohibition Against Sexual Harassment and Retaliation under Title IX
Sexual harassment as protected by law is prohibited in this District. The District also prohibits retaliation against a person who files a complaint of sexual harassment or who participates in an investigation of allegations of sexual harassment under this Regulation.

This Policy governs the District's compliance with Title IX of the Education Amendments of 1972. The following person is designated and authorized as the District's

Title IX Coordinator, with the responsibility to identify, prevent, and remedy unlawful harassment and retaliation under Title IX in the District:

Dr. Myra Siebert
Assistant Superintendent
(573) 885-2534

A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301. A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1300. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110.

Missouri Safe Schools Act

P 2620 Firearms and Weapons in School
The District recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The District will not tolerate the presence of firearms or weapons on the premises of our schools. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. The District complies with the provisions of the Improving America's Schools Act of 1994 and other applicable federal and state law.

Nothing in this policy shall prohibit the District from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Superintendent may recommend to the Board a modification of the suspension on a case-by-case basis. Students with disabilities under the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act are entitled to the protections of those laws.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon" as defined in Regulation 2620.

R 2620 Firearms and Weapons in School

Definition of Firearm

The term firearm includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or
1. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
1. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or
1. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

Definition of Weapons

The term weapon shall mean a "firearm" as defined above, and shall also include the items listed below, which are defined as "weapons" in section 571.010, RSMo.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun
14. Switchblade knife

Other weapons:

1. Mace spray
2. Any knife, regardless of blade length
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

Students Who Bring Firearms or Weapons to School

The District will take the following action upon determining that a student has brought a firearm or weapon to school:

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
1. The District will suspend the student from school for a period of not less than one year (365 days) from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
1. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

Applicability of Regulation to Students with Disabilities

If the student with a disability under the Individuals with Disabilities Education Act carries or possesses a weapon, as defined by 18 U.S.C. § 930(g)(2), to or at school, on school premises, or to or at a school function under the District's authority, school administrators may remove that student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. If a school administrator removes a student with an IDEA disability to an interim alternative educational placement, the District must convene the student's multidisciplinary and/or IEP team to conduct a manifestation determination within the statutory time frame and the student's IEP team must determine the interim alternative educational placement and the services that the student will be provided in order to receive a free appropriate public education and access to the general curriculum.

P 2150 Searches by School Personnel

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board of Education authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of District rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be

respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

No employee shall perform a strip search of any student. The exception to this would be if a school administrator reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person, and if a commissioned law enforcement officer is not immediately available. Strip searches may be conducted by, or under the authority of, a commissioned law enforcement officer.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if a school administrator has reasonable suspicion to believe that illegal, unauthorized or contraband items, or evidence of a violation of school policy is contained inside the vehicle.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by school officials.

Bullying, Harassment, and Discrimination

The Crawford County R-II School District is committed to providing a learning environment that is free from bullying, harassment, and discrimination. All students have the right to feel safe, respected, and included at school. The district prohibits all forms of bullying, harassment, and discrimination on the basis of race, color, religion, sex, national origin, ancestry, disability, or any other status protected by law.

Definitions and Examples (Policy 2655)

- **Bullying** is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated, and causes a reasonable student to fear for their physical safety or property, substantially interferes with educational performance, or disrupts the orderly operation of the school. Bullying may occur through physical actions, spoken words, written notes, gestures, or electronic communication.

- **Harassment** includes verbal, written, graphic, or physical conduct that targets a person based on a protected characteristic and creates a hostile educational environment.

- **Discrimination** involves treating someone unfavorably or denying them access to opportunities based on a protected status.

Examples include, but are not limited to:

- Physical aggression, threats, or intimidation
- Name-calling, slurs, or insults based on race, gender, or disability
- Social exclusion or spreading rumors
- Sexual jokes, gestures, or unwelcome advances
- Offensive images or symbols

Cyberbullying
Cyberbullying involves the use of electronic communication to bully or harass a student or staff member. This includes text messages, social media posts, emails, or any digital communication that causes harm, threatens safety, or disrupts the learning environment—**even if the behavior occurs off-campus.**

Reporting Procedures
Any student, parent, or staff member who witnesses or experiences bullying, harassment, or discrimination is encouraged to report the incident immediately. Reports may be made:

- Verbally to a teacher, counselor, or administrator
- In writing using a school-provided email or using the Bullying Report Form
- Through the **Courage2Report Missouri** system at www.courage2reportmo.com or by calling **1-866-748-7047** ***(Courage2Report*** *is a state-level anonymous reporting system available 24/7 that allows students and community members to report threats to school safety, bullying, violence, or concerning behavior.)*

All reports will be taken seriously and handled promptly.

Investigation and Response Process

- The building principal or designee will initiate an investigation upon receiving a report.
- The investigation may include interviews, review of evidence, and consultation with relevant staff.
- Based on findings, appropriate disciplinary and/or supportive actions will be taken in accordance with Policy 2655.
- Parents/guardians of involved students will be notified, and documentation will be kept on file.

- If the behavior violates law or policy, law enforcement may be contacted.

Title IX Procedures (Policy 2130)

Sex-based discrimination and harassment, including sexual harassment, are addressed under Title IX. Formal complaints under Title IX will follow the procedures outlined in Board Policy 2130 and its accompanying regulations. This includes:

- The right to a formal investigation
- The opportunity for both parties to present evidence
- Written notice of findings and the right to appeal

The district's Title IX Coordinator is:
Dr. Myra Siebert
Assistant Superintendent
Crawford County R-II School District
(573) 885-2534

Protection Against Retaliation

The district strictly prohibits retaliation against anyone who, in good faith, reports bullying, harassment, or discrimination or participates in an investigation. Any acts of retaliation will result in disciplinary action in accordance with Board policy.

Student Support Team

The Crawford County R-II School District is committed to supporting the academic success, well-being, and safety of all students. Our Student Support Team works collaboratively to provide proactive services, early intervention, and crisis response when needed.

School Counselors

Each building in the district has a certified school counselor who provides support in the areas of academic planning, social development, and emotional health. Counselors offer individual and small group counseling, coordinate 504 and intervention services, assist with college and career planning, and serve as a key resource for students experiencing challenges at school or home.

Elementary Counselor: Mrs. Casey Bladdick
Middle School Counselor: Mrs. Kenzie Clark
High School Counselor: Mrs. Tonya Hulbert
High School College/Career Advisor: Mrs. Suzanne Bouse

School-Based Social Worker (SBSW)

Our school-based social worker provides district-wide support to address barriers to student learning and connect families with community resources. The SBSW works with students facing housing insecurity, mental health concerns, attendance challenges, or other personal and family hardships. In addition to these responsibilities, the SBSW also serves as the district's Homeless and Foster Care Liaison, ensuring compliance with federal and state regulations and supporting students in transition with enrollment, transportation, and access to needed services. This role supports both prevention and intervention through collaboration with staff, families, and outside agencies.

School Based Social Worker: Mrs. Melanie Weber

School Nurses

School nurses play a vital role in maintaining a healthy learning environment. They provide daily care for student health needs, manage chronic conditions, respond to medical emergencies, and ensure compliance with immunization and health screening requirements. Nurses also support health education and collaborate with families and staff to address physical or medical concerns that may impact a student's ability to learn.

Elementary Nurse: Ms. Hailey Grayson
Middle School Nurse: Mrs. Niki Hulsey
High School Nurse: Ms. Ashley Burton

School Resource Officers (SROs)

The district partners with local law enforcement to provide trained School Resource Officers who serve as a visible safety presence in our schools. SROs help educate students on safety topics, build positive relationships, and assist in crisis response and investigations when needed. While SROs may be involved in disciplinary incidents that violate the law, their primary role is to promote school safety and student trust through prevention and engagement.

Elementary SRO: Corporal John Warner
Middle School SRO: Sergeant Kevin Ziegler
High School SRO: Officer Jay Coleman

See Something, Say Something

Students and parents are encouraged to report any behavior, statement, or situation that may pose a threat to themselves or others. Prompt reporting allows school staff and SROs to act quickly to maintain a safe and secure environment for everyone.

Contact Us

The Crawford County R-II School District is committed to providing a safe, respectful, and supportive learning environment for all students. This handbook is designed to guide behavior expectations, outline student support systems, and ensure consistency across our schools. We believe that strong partnerships between students, families, and staff are essential to student success.

By working together, we can help every student grow academically, develop strong character, and become a responsible member of our school community.

If you have any questions about the information in this handbook or need additional support, please contact your building principal or the district office.

Crawford County R-II School District
1 Wildcat Pride Drive
Cuba, MO 65453
(573) 885-2534