

STUDENT HANDBOOK



**STERLING
MONTESSORI**

EST. 1997

The mission of Sterling Montessori is to create a diverse educational community, grounded in the Montessori philosophy and teaching practices, that fosters curiosity, creativity, and critical thinking in its students. We strive to empower each student to become life-long learners who respect themselves, others and their environment.

Sterling Montessori follows the philosophy and teaching practices based on the Montessori Method developed by Dr. Maria Montessori. Montessori education emphasizes learning through all five senses, and respect of self, others and the environment.

Philosophy & Goals

At Sterling Montessori, we believe a safe, orderly, and welcoming school environment is essential for student learning. This Code of Student Conduct is intended to (1) create clear standards and expectations for student behavior; (2) promote integrity and self-discipline among students; (3) encourage the use of behavioral supports and interventions as alternatives to exclusionary discipline; and (4) provide clear guidance to teachers and administrators on how, when, and to what extent disciplinary actions may be taken if students violate conduct rules.

Consistent with these goals, Sterling Montessori endorses and adopts the following general principles relating to three key domains of student behavior and conduct.

Principle 1: Climate and Prevention

Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

Principle 2: Expectations and Consequences

Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.

Principle 3: Equity and Continuous Improvement

Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity and promote achievement for all students.

Roles of Staff, Students, Parents and Community Partners in Promoting Positive School Climates

Positive school climates require ongoing support and collaboration among staff, students, parents, and the community at large. In particular:

- Students have the right to attend school in a safe and orderly environment and to have conduct rules applied fairly to them without regard to race, gender, religion, disability, or other defining characteristics. They also bear the responsibility to understand conduct rules, behave appropriately, and be individually accountable for their own actions and decisions.
- Parents or legal custodians have the right, in a reasonably prompt manner, to be informed of disciplinary actions taken with their children. They are encouraged to support their children in engaging in positive behaviors at school and to partner with teachers and administrators on effective strategies to correct misbehaviors within the parameters of this Code and other applicable policies.
- Teachers and administrators have statutory duties to maintain safety and order at school and are expected to reinforce and implement clear and consistent behavioral expectations consistent with this Code and other applicable policies. They are also expected to teach and encourage good citizenship and to communicate with parents regarding any serious or persistent behavioral issues. As an integral part of its educational mission, Sterling Montessori will identify school-wide behavioral expectations, make them known to students and parents/legal guardians, and link behavioral and social-emotional practices to core instruction, with data-based monitoring and assessments tied directly to the skills taught.



- The entire community has a vested interest in a safe and orderly school. Community organizations and individual members of the community are encouraged to offer support and assistance to teachers and administrators in the promotion of positive student behaviors at school and to provide feedback to school administrators on ways to improve school climates and help ensure fair and equitable discipline practices.
- Finally, everyone at Sterling Montessori uses **restorative practices** and **positive discipline** as a first step in addressing any and all student conduct concerns. As a staff we encourage students to take responsibility for their actions and then work to repair harm. Restorative practices are built on a foundation of relationships: teacher-student, student-student, and teacher-teacher/administrator. Teachers will always work to proactively instill conflict resolution skills through peace education and positive discipline.

These rights, obligations, and our restorative practices are interrelated, but they are also independent. Thus, for example, student failure to abide by specific behavioral rules do not excuse the failure of school staff to take reasonable measures to nurture and support a generally positive and supportive school climate. Similarly, shortcomings in administrator or parent efforts to support and encourage positive student behaviors do not excuse student violations of specific behavioral rules. To create and maintain the safe, orderly, and positive climate that the entire school community deserves, all stakeholders must work together while remaining individually accountable for their own actions and should strive for continuous improvement over matters within their respective control.

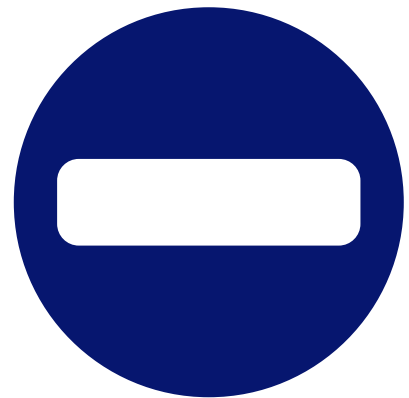
Applicability of Code



All Sterling Montessori students shall comply with this Code. This Code applies to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time, place, or cyberspace, on or off campus, has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Corporal Punishment Prohibited

Sterling Montessori strictly prohibits all forms of corporal punishment. For purposes of this policy, corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling, and slapping. No administrator, teacher, substitute teacher, or other employee, contractor, or volunteer may use corporal punishment to discipline any student. Violations of this prohibition may result in disciplinary action, up to and including dismissal. Reasonable force that is necessary to protect oneself or others is not considered corporal punishment.



Interventions, Supports, and Responses to Behavioral Concerns

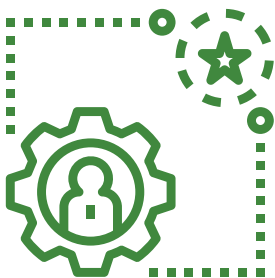
Multi-Tiered System of Support

Sterling Montessori teachers and administrators will utilize a Multi-Tiered System of Support (MTSS) for behavioral interventions and responses to promote positive changes in student behavior. By utilizing MTSS, school staff engage in data-based problem solving using academic, behavioral, and social-emotional data to identify reasons why particular students may be experiencing significant academic and/or behavioral challenges. Designated staff will provide ongoing training and support to school-based staff in the development, implementation, and monitoring of school-approved MTSS protocols.

Notification to Parents

When a significant behavioral intervention (beyond mere redirection or warning) is imposed, the school will attempt to notify the parent or legal custodian in a reasonably prompt manner. The school will also attempt to notify the parent or legal custodian of any in-school disciplinary consequence that results in removal from normal classroom or school activities. This includes, in-school suspension, or suspension from school-sponsored extracurricular activities. For out of school suspensions, Sterling administration will provide formal written notice to parents or legal custodians.

Range of Interventions and Consequences



When student behaviors interfere with a safe, orderly, and respectful school environment where instruction and learning can flourish, schools should consider (consistent with MTSS protocols) a range of potential interventions and consequences to address the problematic behavior and to reinforce positive behaviors. Sterling Montessori is committed to providing fair and equitable support to all of our students, when behaviors arise our first step is to always take into account the specific facts and circumstances of each individual case, and will work to implement non-disciplinary behavioral interventions. Non-exclusionary interventions are responses to problematic behaviors that attempt to support students in learning to make more positive choices, minimize exclusion from instruction and other normal school activities, and do not result in a loss of privileges. Examples of non-exclusionary interventions include, but are not limited to: 1) Using a variety of Montessori classroom management tools, strategies and resources, 2) student-parent-teacher conferences 3) Section Director support 4) MTSS Core Team Support 4) behavior contracts 5) oral or written warnings 6) referrals to school counselors 7) peer mediation and 8) restorative justice practices.

Only when non-exclusionary interventions are, at the discretion of responsible school administration, deemed unlikely to be sufficiently effective to promote the goals outlined in this policy should disciplinary consequences be considered. Exclusionary discipline consequences are responses to problematic behaviors that expressly exclude a student from instructional time for more than a brief interval (as may be needed, for example, to question a student during a disciplinary investigation). Examples include in-school suspension, out-of-school suspension, and exclusion. Non-exclusionary discipline consequences are responses that result in a loss of privileges or imposition of other consequences that do not include exclusion from instructional time. Examples may include, when appropriate (1) school or community service or (2) restitution.

Recognizing that exclusionary discipline can exacerbate behavioral problems, diminish academic achievement, and hasten school dropouts, Sterling Montessori strives to use non-exclusionary measures when feasible and to reserve exclusionary discipline for more serious misconduct, such as behavior that threatens the safety of students, staff, or visitors or threatens to substantially disrupt the educational environment.

Special Requirements for Out-of-School Suspension and Exclusion

In determining the length of a suspension, Sterling Montessori Administration will consider that the duration of a suspension may have a disproportionate impact on students attendance and learning.

Nothing in this policy shall be interpreted to conflict with state and federal laws governing students with disabilities.

Students in grades PreK-2nd grade shall not be subject to suspension of any length except as required by law or in cases involving serious injury to students or staff or serious threat to safety or welfare of members of the school community.



Levels of Code

The Code of Student Conduct rules are leveled according to the seriousness of the behaviors and range of potential disciplinary consequences.

LEVEL I: Level I rule violations can generally be addressed at the classroom management level with non-disciplinary interventions or non-exclusionary discipline consequences.

LEVEL II: Level II rule violations involve more serious misconduct that involve Administrative/MTSS team support and may warrant short-term suspension of up to five (5) school days when, in the judgment of Sterling Montessori administration, non-disciplinary interventions and non-exclusionary discipline consequences are insufficient to address the behavior and prevent its recurrence. Administration may impose a short-term suspension of six (6) to ten (10) days or recommend a long-term suspension of eleven (11) days or more based on one or more aggravating factor(s) regarding the severity of the violation and/or safety concerns, provided such aggravating factor(s) are listed in the written suspension notice.

LEVEL III: Level III rule violations are more severe in nature and involve Administration and Other Support Staff and may warrant long-term suspension. The principal may impose a short-term suspension of ten (10) days or less or decline to impose any suspension based on mitigating factors.

LEVEL IV: A Level IV is always extremely serious and treated as such. There is a statutory prohibition on the possession of a “firearm” or “destructive device” (as defined in the rule) on school property or at a school-sponsored event. State law requires school leaders to recommend a 365-day suspension for all violations of this rule, for all children over 14 years of age.

LEVEL V: Level V allows for permanent exclusion of a student from Sterling Montessori, as long as they are over the age of 14 years. An exclusion is only considered if the following criteria are met: (1) the student is fourteen (14) years old or older; (2) both the Grade Level Director and the Director of Student Affairs recommend exclusion (3) the Executive Director determines by clear and convincing evidence, that the student’s continued presence in school constitutes a clear threat to the safety of other students or school staff.

GRADES PreK to 8th EXPECTATIONS

At Sterling Montessori, we ensure a positive and effective learning culture through setting clear and concise expectations for student conduct, utilizing research-based interventions and strategies to support student growth and prioritize building positive relationships to foster community and an equitable sense of belonging for all students. We understand, however, that there are times when behavior is exhibited in a manner which disrupts the learning environment, and the appropriate discipline response is required. When addressing behaviors and determining appropriate consequences, Sterling Montessori, a school catering to students aged 3 years old to 8th grade, prioritizes and always considers the student's age and developmental stage. The disciplinary approach will always focus on consequences that are suitable for each developmental age group.

LEVEL I ACTS OF MISCONDUCT - CLASSROOM MANAGEMENT LEVEL

These acts of misconduct include student behaviors which are generally described as mildly disruptive, committed without malice, not purposely disrespectful, but which disrupt the orderly educational process in the classroom or on school grounds. This level includes (but is not limited to) the following:

- Disruptive behavior
- Interrupting or distracting teachers or others during work time
- Being unprepared for class
- Failure to carry out directions, follow classroom or school guidelines
- Being Disrespectful
 - Calling Names
 - Lying
 - Using Rude language and mimicking
- Unacceptable physical contact (kissing, rough play and so on)
- Misusing Materials
- Hurting others
- Passing Notes
- Starting rumors
- Falsifying information (signing homework and so on)
- Improper dress (bare feet, immodest/extreme/exhibitionist dress, inappropriate logos/advertisements/language on apparel)
- Inappropriate internet or computer use, including (but not limited to): accessing inappropriate sites, publishing or producing material not related to a school or class assignment, creating inoffensive but inappropriate images on the student's screen or the screens of others
- Posting/distributing or possessing unauthorized materials
- Unauthorized use of an electronic device (first offense)

LEVEL I RESPONSE - CLASSROOM MANAGEMENT TOOLS, RESOURCES & STRATEGIES

Disciplinary action for Level I Acts of Misconduct may include the following:

FIRST OCCURRENCE LEVEL I

MINIMUM

- Staff Intervention
- Teacher-Student Conference
- Teacher completes an Incident Report
- Students write, dictate or discuss a Reflection Form
- Students could receive a Time-Out or Behavioral Support break period from his or her peers and learning environment
- Copies of the Incident Report and Reflection Form are sent to Parent/Guardian

MAXIMUM

- Teacher completes an Incident Report
- Students write, dictate or discuss a Reflection Form
- Students could receive a Behavioral Support break period from his or her peers and learning environment.
- Copies of the Incident Report and Reflection Form are sent to Parent/Guardian
- Teacher-Student-Parent/Guardian-Administrator Conference is mandatory and scheduled immediately

GRADES PreK to 8th EXPECTATIONS (cont.)

REPEATED/FLAGRANT OCCURRENCES LEVEL I

MINIMUM

- Teacher-Student-Parent/Guardian-Counselor Conference

MAXIMUM

- Staff Intervention
- In-school Suspension

Note: Students who demonstrate repeated Level I acts of misconduct may also be re-taught school expectations, receive targeted instruction in social skills, or given additional support outside of their general education setting.

LEVEL II ACTS OF MISCONDUCT - ADMINISTRATIVE SUPPORT GENERALLY NEEDED

These acts of misconduct include those student behaviors which are generally described as deliberate and which disrupt the orderly educational process in the classroom or on school grounds. This level of misconduct usually involves the support of Administration or the MTSS Core Team to engage in data based problem solving tools to identify possible reasons for the misconduct. Repeated/Flagrant Occurrences of Continued Level II Acts of Misconduct may be treated as a Level III Act of Misconduct based on its frequency and severity.

This level includes (but is not limited to) the following:

- Continuation of unmodified Level I Acts of Misconduct
- Refusal to listen and follow basic classroom directions and school rules (needing repeated redirection on unsafe or unkind or inappropriate school behavior)
- Hitting, pushing or intentionally hurting other students or staff
- Throwing objects (stones, food, etc.) that result in physical harm to another person or environment
- Harassment or verbal abuse of students or staff (creating a hostile environment)
- Failure to cooperate with school personnel (leaving the classroom or grounds without permission)
- Cheating on test, exams and or school projects (i.e. obtaining information in violation of classroom rules, altering grades, copyrighting another's written content, and so on)
- Creating or displaying profane, obscene, indecent, immoral, or offensive language, gestures, or materials (using racial or ethnic slurs, biased language, illustrations or behavior and so on)
- Inappropriate internet or computer use, including (but not limited to): generating an expense of up to fifty dollars (\$50), publishing offensive material on the internet or the Sterling Montessori internal network, creating offensive images or defamation of an individual or group
- Loitering
- Posting, distributing, or possessing unauthorized material

GRADES PreK to 8th EXPECTATIONS (cont.)

LEVEL II RESPONSE

Disciplinary action for Level II Acts of Misconduct may include the following:

FIRST OCCURRENCE LEVEL II

1. The Teacher completes an Incident Report
2. Students write, dictate or discuss a Student Reflection Form
3. Copies of the Incident Report and Reflection Form are shared with the Grade Level Director and Parent/Guardian
4. The Teacher or Grade Level Director will contact the Parent/Guardian

SECOND OCCURRENCE LEVEL II

1. Teacher completes an Incident Report
2. Students write, dictate or discuss Reflection Form
3. Students could receive a Time-Out or Behavioral Support break period from his or her peers and learning environment
4. Copies of the Incident Report and Reflection Form are sent to the Director and Parent/Guardian

THIRD OCCURRENCE LEVEL II

1. Teacher completes an Incident Report
2. Students write, dictate or discuss a Reflection Form
3. Students could receive a Time-Out or Behavioral Support break period from his or her peers and learning environment
4. Copies of the Incident Report and Reflection Form are sent to Parent/Guardian
5. Teacher-Student-Parent/Guardian-Administrator Conference is mandatory and scheduled immediately

Parent(s)/Guardian(s) who do not attend the conference shall be notified, in writing, of potential Fourth Violation consequences.

FOURTH OCCURRENCE LEVEL II

1. School Administrator completes Suspension Notice
2. A School Administrator will attempt to contact the Parent/Guardian regarding suspension before it is implemented
3. Out-of-school Suspension is implemented. Length of suspension generally not to exceed three (3) school days but is at the discretion of Sterling Montessori Administration. Severe circumstances may warrant suspension for a longer period of time but is not to exceed five (5) school days. A student suspended from school is not allowed to attend school or any school related activity for the period of the suspension. The student shall be assigned work during the period of suspension for completion and submission to the classroom teacher on the day of readmission
4. Parent/Guardian-Student-Principal Conference is required with each Out-of-School Suspension

Note: A student returning from an Out-of-School Suspension and repeating the same or similar behavior shall go to Level III Disciplinary Action at the discretion of school administration. Students who demonstrate repeated Level II acts of misconduct may also be re-taught school expectations, receive targeted instruction in social skills, or be offered additional support outside of their general education setting.

GRADES PreK to 8th EXPECTATIONS (cont.)

LEVEL III ACTS OF MISCONDUCT

These student behaviors clearly disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are illegal. This level includes (but is not limited to) the following:

- Continuation of unmodified Level II Acts of Misconduct
- Disruptive behavior or any behavior which interferes with the educational process
- Forgery/falsifying information
- Making false report, giving false information that may compromise student and staff safety
- Hostile Actions (including inciting a fight or other disruptive behavior)
- Arson
- Verbal threat of bodily or physical harm to another student (threat to kill, disembody, seriously harm)
- Bomb threat or similar threat directed against the school building or a school-related event
- Criminal Sexual Conduct
- Extortion or robbery
- False activation of a fire alarm
- Gambling (playing games for money)
- Gross Indecency/Indecent Exposure
- Inappropriate internet or computer use, including (but not limited to): generating an expense over fifty dollars (\$50), modifying Sterling Montessori programmatic files or web pages without authorization, creating a web page without authorization, using another person's password or account, unauthorized disclosure of test questions, sexual harassment, spreading confidential information, causing a computer or network to crash, creating a computer virus or other form of computer disruption, theft of software, vandalizing software or hardware, intimidating others or using internet to post threats or harass students or staff
- Physical assault of staff
- Physical assault of student
- Possession, concealment, threat, attempted use or use of a weapon or look-alike weapon including (but not limited to): knife with a blade three (3) inches or less in length, box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, bb gun (airsoft gun)
- Possession of a firearm
- Possession or distribution of pornographic material as defined by the Supreme Court
- Possession or lighting of fireworks (gas-ejecting device)
- Possession, delivery, sale or use of alcohol or illegal dangerous drugs, drug paraphernalia or other substances masquerading as illegal controlled drugs (including synthetic drugs)
- Racial or ethnic harassment (creating a hostile environment)
- Physical Confrontation or Fight, causing bodily injury
- Sexual misconduct, harassment or inappropriate sexual activity (creating a hostile environment)
- Smoking, or possession of chewing tobacco or other tobacco products
- Theft
- Threat with a dangerous weapon
- Unauthorized possession, use, delivery, sale of prescribed drug or other intoxicant, lawful or unlawful
- Unauthorized use of an electronic device (repeated offense)
- Vandalism (graffiti, tagging and so on) generating an expense less than one-hundred dollars (\$100) destruction of property or graffiti
- Verbal assault of staff/verbal threat of serious bodily injury to staff
- Interfering with school authorities and programs through behavior including (but not limited to): walk-outs, boycotts, sit-ins, trespassing
- Profane, obscene, indecent, immoral or offensive language, and/or including gestures, racial, or ethnic slurs, or biased language, illustrations or behavior (creating a hostile environment)
- Truancy (failing to attend class without a valid excuse)

GRADES PreK to 8th EXPECTATIONS (cont.)

LEVEL III RESPONSE

Disciplinary action for Level II Acts of Misconduct may include the following:

- Continued use of Level I and Level II Interventions (mentioned above)
- Short-term Suspension (10 School Days or less)
- Long-term Suspension (more than 10 School Days)
- Police Contact or Arrest

Note: Students who demonstrate repeated Level III acts of misconduct may also be re-taught school expectations, receive targeted instruction in social skills, or provided additional support outside of their general education setting.

FIRST OCCURENCE LEVEL III

MINIMUM

- Staff Intervention
- In-School Suspension

MAXIMUM

- Staff Intervention
- Out-of-School Suspension (1-3 School Days)

REPEATED/FLAGRANT OCCURRENCES LEVEL III

MINIMUM

- Out-of School Suspension (1-3 School Days)

MAXIMUM

- Out-of-School Suspension (4-10 School Days)



GRADES PreK to 8th EXPECTATIONS (cont.)

LEVEL IV ACTS OF MISCONDUCT

These acts of misconduct include those student behaviors which very seriously disrupt the orderly education process in the classroom or on school grounds. In many cases, these behaviors are also illegal. This level includes (but is not limited to) the following:

- Continuation of unmodified Level III Acts of Misconduct
- Concealment, unauthorized distribution, sale, trade or possession with intent to distribute, sell or trade any items of value including (but not limited to): article of clothing, candy, cell phone, cell phone chip, CD, DVD, tapes, electronic device, jewelry, or any other item identified as inappropriate by a building administrator
- Physical Confrontation or Fight, causing bodily injury
- Inappropriate internet or computer use, including (but not limited to): generating an expense under one-hundred dollars (\$100), sexual harassment, spreading confidential information
- Making a false report of sexual harassment (creating a hostile environment)
- Possession or lighting of fireworks (gas-ejecting device, and so on).
- Possession or distribution of pornographic materials as defined by the Supreme Court, including possession or distribution of pornographic material through electronic form
- Possession or sale of stolen property
- Racial or ethnic harassment (creating a hostile environment)
- Sexual harassment
- Theft under one-hundred dollars (\$100)
- Unauthorized use of an electronic device (repeated offense)
- Use of force, intimidation or coercion
- Vandalism generating an expense under one-hundred dollars (\$100)

LEVEL IV RESPONSE

Disciplinary action for Level IV Acts of Misconduct may include the following:

FIRST OCCURRENCE LEVEL IV

MINIMUM

- Staff Intervention
- Out-of-School Suspension (1-5 School Days)

MAXIMUM

- Agency Referral (Social Services)
- Police Contact
- Out-of-School Suspension (10 or More School Days)

REPEATED/FLAGRANT OCCURRENCES LEVEL IV

MINIMUM

- Out-of School Suspension (6-10 School Days)

MAXIMUM

- Out-of-School Suspension (10 or More School Day)
- Police Contact

GRADES PreK to 8th EXPECTATIONS (cont.)

LEVEL V ACTS OF MISCONDUCT

These acts of misconduct include those student behaviors which very seriously disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are also illegal. This level includes (but is not limited to) the following:

- Any continued behavior which is disruptive to the process of education
- Arson
- Bomb threat or similar threat directed against a school building, school property or school-related event
- Verbal threat of bodily or physical harm to another student (threat to kill, disembody, seriously harm)
- Burglary, extortion or robbery
- Criminal Sexual Conduct
- False activation of a fire alarm
- Force, intimidation, coercion or participation in gang-like activity
- Gang-related activity and/or gang-related characteristics including (but not limited to): gang apparel, colors, jewelry, notebooks, gang symbols, hand signs that denote gang affiliation, displaying gang signs, weapons, depicting gang affiliation on Bebo, My Space, Facebook and all other social internet sites
- Gross Indecency/Indecent Exposure
- Illegal behavior or criminal conduct
- Inappropriate internet or computer use, including (but not limited to): generating an expense of one-hundred dollars (\$100) or more, causing a computer or network crash, creating a computer virus or other form of computer disruption, theft of software, vandalizing software or hardware, intimidating others or using internet to post threats or to harass students or staff
- Physical assault of staff
- Physical assault of student
- Possession, concealment, or use of an explosive device, any gas-ejecting device, fireworks, or any substance or device which can be used as an explosive device and so on Possession, concealment, threat, attempted use, or use of a dangerous weapon
- Possession, concealment, threat, attempted use, or use of a weapon or look-alike weapon including (but not limited to): knife with a blade less than three (3) inches in length, box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, airsoft gun, bb gun and so on
- Possession, delivery, sale or use of alcohol or illegal dangerous drugs, drug paraphernalia or other substances masquerading as illegal controlled drugs (including synthetic drugs)*
- Possession, delivery, sale or use of unauthorized prescribed drug or other intoxicant (including but not limited to electronic cigarettes) lawful, or unlawful
- Possession, use or distribution of sexual pictures or other sexual devices
- Sexual misconduct or inappropriate sexual activity (including the taking of, possession of, and distribution of any inappropriate pictures)
- Theft over one-hundred dollars (\$100)
- Vandalism generating an expense over one-hundred dollars (\$100) or criminal damage to property
- Verbal assault/verbal threat of serious bodily injury of staff (Public Act 104)

***Note:** On the First (1st) offense of a student found to be in possession of alcohol, illegal or dangerous drugs (without the intent to sell or deliver) or other substances masquerading as illegal controlled drugs (including synthetic drugs) will be referred by the school administrator and required to participate in a substance abuse/prevention program. If the behavior or violation continues, that student will be subject to an out-of-school suspension.

GRADES PreK to 8th EXPECTATIONS (cont.)

LEVEL V RESPONSE

Disciplinary action for Level V Acts of Misconduct may include the following:

MINIMUM

- Staff Intervention
- Potential Reassignment of Learning Environment
- Out-of-school/program Suspension (6-10 School Days)

MAXIMUM

- Recommendation Long-Term Suspension (more than 10 School Days)
- Police Contact and potential Arrest

APPLICATION OF EXPECTATIONS FOR STUDENT CONDUCT

The student code of conduct outlined in this handbook applies to before, during, and after school when students are:

- In school buildings or are on any school premises
- At any school-sponsored activity, regardless of location
- Walking to or from school or a school-sponsored activity
- Traveling in school assigned vehicles, other related vehicles, or any vehicle used to transport students to and from school or a school-sponsored activity
- Using school telecommunications networks, accounts or any other school service
- Conducting themselves inappropriately and their presence may disrupt an orderly school environment and the educational process

