

2024-2025



LITTLE ROCK
SCHOOL DISTRICT

CODE OF CHARACTER, CONDUCT, AND SUPPORT



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INTRODUCTION

Students are at the heart of our work in the Little Rock School District. Student character, defined as the personal qualities that are essential for healthy development and responsible behavior, results in academic success in school today and future success in career, college, and life. We see our schools as centers of learning where all students are empowered to reach their full potential within a diverse community, united in support of quality education. Within these centers, we respond to the cultural and developmental needs of our students.

THE CODE OF CHARACTER, CONDUCT AND SUPPORT

Affirms every student's right to an education in a safe, engaging, and supportive environment.
Creates the conditions where all classrooms support academic engagement, resulting in student goodwill, attention, participation, effort, commitment, and interest.
Nurtures the development of both student character and behavior.
Promotes an accountable, restorative, and equitable approach to student support and discipline.
Ensures that each school provides equitable access to a wide range of strategies and interventions that promote positive behavior, help students develop social-emotional and academic skills, and empower students to consistently exhibit skillful, appropriate, and acceptable behaviors.
Recognizes that every school is a public place that must balance individual rights with civic obligations and the need of others, based on rules and policies that create access to education for all, while protecting the due process rights of the individual.
Provides equitable resources to the entire community to understand the behaviors expected within the school culture
Provides tools to help the entire LRSD community meet behavioral expectations

LETTER FROM THE SUPERINTENDENT

Dear LRSD School Community,

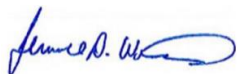
While our district revises and revises its Student Rights and Responsibilities Handbook every year, we are pleased to announce that this year's handbook includes several changes that we believe better align with our core values and beliefs. It also enhances language to be more inclusive, intentionally focuses on supporting students, and clearly outlines expected norms of behavior that are essential for a successful school culture.

As we work together to Reimagine LRSD, we are committed to creating and fostering safe, welcoming, and inclusive school environments for all students, faculty, and staff. Therefore, this handbook will serve as a model for how we use discipline as a tool for restoration, accountability, and equity, while also supporting the whole child socially, emotionally, and academically. Our ultimate goal is to reduce the loss of instructional time, increase restorative responses, and improve the academic and behavioral success for each student every day.

We are clear that we cannot do this alone. We look forward to working closely with you to ensure that our schools are safe places and nurturing environments where all students in the Little Rock School District graduate with academic, interpersonal and job skills that will provide them with the opportunity to compete globally and be contributing members of society. Therefore, we request that you and your student review this handbook and, if you have any questions or concerns, please contact your child(ren)'s school.

Again, we look forward to working with you to ensure that our schools actualize the concept of Reimagining LRSD by being the best place to learn and work through collaboration, excellence, and inclusion.

Sincerely,



Jermall Wright, Ed. D



STATEMENT OF EQUITY

LRSD is a diverse community of students committed to equity to provide EVERY child with a fair, equitable, high-quality education that will close opportunity gaps and increase achievement for all. Because each student comes with a unique identity and diverse needs, district, school, and classroom decisions affect everyone differently.

Therefore, educational equity goes beyond the basic principles of equality. A commitment to educational equity involves removing institutional barriers so that all students, regardless of race, ethnicity, socioeconomic status, language, gender, gender identity and expression, sexual orientation, religion or religious practices, or disability can benefit of all aspects of the learning environment.

In addressing practices and policies, the district aims to eliminate predictability of achievement, affirming our belief that equity is critical to creating safe, nonjudgmental, and inclusive environments that give ALL students what they need to thrive in school and in life.

The intentional focus on equity requires all staff and the community to live up to the ideals of the district's core values and beliefs. In alignment with these values and beliefs, it means that we are all committed to identifying and understanding the root causes of barriers and disrupting factors that perpetuate the inequities that prevent ALL students from reaching their full potential.

Therefore, countering practices that lead to negative outcomes for our underserved students, reimagining and reallocating resources when equitable distribution leads to inequitable outcomes that do not meet the needs and interests of all students and staff, and incorporating supportive practices geared toward a child's age and development. level will bring LRSD even closer to its goals.

The district and community, together through our actions, affirm to uphold our mission that ALL children will graduate with the interpersonal, academic, and job skills to compete globally and contribute to society.



CORE VALUES



CORE BELIEFS

Adult Behavior Affects Student Outcomes

We believe that adults have a responsibility to model professionalism, respect, and care in their interactions with students. When adults model respectful behaviors, it sets the stage for students to communicate respectfully. An adult's response to a situation will shape the student's response. When we respect each person's identity, value, voice, and dignity, we communicate our unwavering respect.

Home, School, and Community Relationships Drive Student Success

We believe that relationships between students, staff, parents/caregivers, and community members impact the collective sense of purpose, well-being, and hope in the daily life of the school. Relational trust arises when people's relationships of interdependence become visible, when expectations are clear, understood, and met by all.

Students Remember How We Make Them Feel

We believe that school and district staff have a responsibility to make all students feel welcome, included, valued, and respected. This creates a learning community where all students reach their potential and where all stakeholders make good faith attempts to take responsibility for making things right when they have made a mistake. We believe that creating environments free of guilt and shame inspires all members of the community to abide by universally agreed upon rules and expectations and rise to the occasion.

A Growth Mindset Fosters High Expectations for All Students

We believe that all students are capable of rigorous and meaningful learning tasks, strive for excellence, and do their best when experiencing engaging instruction. All students have the ability to grow when given the right opportunities, support, guidance, and coaching. We see mistakes, missteps, and setbacks as possibilities for growth.

We will support your efforts to learn and grow by offering specific strategies to reach your goals.

Students Are at the Heart of What We Do

We believe that every student has the ability to take ownership of their learning and behavior and to take steps to grow socially and emotionally. Keeping students at the center means empowering them to pursue their strengths and interests, take an active and intentional role in decision-making, and shape and manage the course of their education and life. It is the responsibility of all stakeholders to put students at the center of our work.

CORE CONCEPTS

Responsible and Restorative Approach

A responsible and restorative approach is based on the belief that with the understanding and guidance of caring adults, all students are resilient, able to navigate difficult situations, and able to restore relationships. A responsible and restorative approach helps students take responsibility for their words and actions, reflect on the impact of their behavior, and accept consequences and interventions when behavioral norms have not been met.

It is the responsibility of adults to empower students to develop and strengthen their ability to self-correct, problem-solve, exhibit appropriate learning behaviors, restore their relationships, and re-engage in learning activities. Following a responsible and restorative approach requires intentional efforts to build and maintain healthy, positive relationships and a collective sense of responsibility and shared commitment among staff, students, families, and all community members.

Multi-Level Behavior Support Systems

The Multi-Level Support System (MTSS) is a framework of universal expectations, shared language, and common school- and district-wide policies and practices that supports all students to reach their personal best and improve their behavior with the guidance, instruction, support, and coaching of caring adults. According to this framework, supports can be divided into three levels:

Level 1	Core	Promoting a cohesive community and positive behaviors for all students
Level 2	Supplementary	Targeted interventions for students who require additional support to consistently demonstrate positive behaviors
Level 3	Intensive	More intensive, individualized interventions for students with high needs or multiple challenges

Equity and Justice

All students have unique strengths and qualities and need diverse types and amounts of time, attention, instruction, and support to become the best versions of themselves. Being fair is about offering differentiated responses without favoritism or prejudice against any student who makes a mistake and/or engages in unskillful, inappropriate, or

unacceptable behavior.

An equitable approach removes barriers to full participation, distributes resources and opportunities in ways that reduce disparities, and supports all groups of learners in pursuing excellence and achieving comparable outcomes. This approach requires constant and regular calibration among stakeholder groups and a collective commitment to take responsibility, check progress, and make corrections. Efforts to achieve equity address systems, structures, policies, and practices that lead to disproportionate outcomes.

SEL

Social and Emotional Learning (SEL) refers to strengthening the capacities of students and adults to regulate emotions, set and achieve goals, empathize with others, develop healthy relationships, and make responsible and caring decisions. It is a collective responsibility of all school staff to support the social and emotional learning of everyone in schools.

Character and Conduct

Character reflects the attitudes, attributes, and moral convictions that shape behavior—how members of a community interact in different settings and situations. Qualities such as respect, integrity, justice, and compassion empower stakeholders to live within a cohesive community of shared rules, rights, and responsibilities. Character and behavior development are essential to academic success in school and future success in college, career, and life. It is the responsibility of staff and parents/caregivers to model character and behavior and support their development in each and every student.

Culturally Responsive Practices

To meet the needs of all student and adult communities, schools implement policies and practices that engage all students from a variety of cultural backgrounds. These practices may include strengthening our cultural competency, engaging in systemic changes in curriculum, hiring and disciplinary approaches, and continuing professional learning and support staff in developing culturally sensitive teaching practices.

Trauma-Sensitive Practices

To be trauma-sensitive is to understand the impact of trauma on feeling safe, making connections, and creating trusting relationships with others. Creating trauma-sensitive schools requires adapting policies, procedures, and practices so that schools can become

safe and supportive environments where students make positive connections with adults and peers, learn to self-regulate, and develop self-confidence.

Trauma-Sensitive Schools:

- a. Have a shared understanding among staff about the impact of trauma and adversity.
- b. Promote feelings of physical, social, and emotional safety for all.
- c. He believes that healing happens in relationships.
- d. Have positive, culturally sensitive discipline policies and practices.
- e. Address student needs holistically.
- f. Embrace teamwork and shared responsibility.
- g. Support the choice, control, and empowerment of students, staff, and families.



GOALS

Create common spaces that are welcoming physically, psychologically, and socially for all students, parents/caregivers, and staff.

Reduce incidents of bullying, harassment, and discriminatory acts among students and staff.

Clearly define rules to support the character and conduct of students, families, and staff.

Empower student support teams and special education liaisons to implement responsible consequences and aligned restorative interventions that support each student's social, emotional, and academic development.

Implement a set of universal strategies from kindergarten through 12th grade to prevent unwanted behaviors, intervene when students struggle, and promote positive behaviors that result in healthy relationships and school communities.

Decrease disproportional application of disciplinary responses.

Decrease overuse of disciplinary responses resulting in lost instructional time (school suspension, and discipline referrals)

FOR PARENTS & CAREGIVERS

As a parent or caregiver, you are a vital partner of the school when your child faces a challenge. The Little Rock School District wants to support you to help all children grow and thrive under any circumstance. As a child transitions to different grade levels, it is common to face academic, social, or mental health challenges.

It's important to make sure your child knows it's okay to "ask for help." It's something we all do when we have a problem or a concern. When students understand that "asking for help" is okay, they feel more comfortable sharing with you, a trusted relative, or an adult at school when faced with a challenge.

Below, we've outlined four areas where your child may need support, and each area has recommendations for assistance. If your child is assigned an exceptional child case manager, social worker, or student support staff member, please contact them. For other students, consider talking to your teacher or any staff member or trusted adult.

With elementary students, you may need to play a more active role in seeking help. Middle and high school students, we encourage them to initially advocate for themselves, because middle and high school can present challenges for students both academically and socially. It's important for our children to be able to stand up for themselves in these situations, and doing so now is good practice for life after high school.

1. If your child is experiencing academic challenges, consider taking the following steps:
 - a. Reach out to the teacher directly via email, text, or voicemail and let them know that you would like to check with them as your child is having some difficulties. Ask for a 15-minute time frame to share your observations and let them know you want to reach out to them.
 - b. If the brief meeting was unsuccessful, or if you don't receive a response from the teacher within 24 to 48 hours, call a department head or administrator and request a 15-minute call to share your observations and make a plan for the next steps.
 - c. If your child struggles in all classes, consider the best person to contact. If your child has a social worker or case manager assigned to them, contact them, or if not, contact your child's school counselor.
2. If your child is experiencing **social, emotional, or behavioral challenges**, take the following steps:
 - a. Reach out to a trusted adult (teacher, social worker, school counselor, administrator, coach) via email, text, or voicemail and let them know that

you would like to talk to them as your child is having some difficulties. Ask for a 15-minute time frame to share your observations and let them know you want to reach out to them.

- b. If the brief meeting is unsatisfactory, or if you do not receive a response from the staff member within 24 to 48 hours, leave a voicemail for an administrator, report that you contacted a staff member and have not heard from them. Communicate that you would like to consult with them as your child is having some difficulties. Ask for a 15-minute time frame to share your observations and let them know you want to reach out to them.
3. Bullying, cyberbullying, intimidation, hazing, and bias behaviors violate district rules and do not respect your child's rights and responsibilities as members of the school community. If your child or a child you know is being bullied or harassed, take the following steps:
 - Report it to management or an adult employee and complete a Harassment and Bullying Form (HIB), which initiates a formal investigation.
 - For more information, see ACA. §5-71-217 and ACA §6-18-514
4. If your child is experiencing extracurricular challenges, request a meeting with the principal or coach with or without your child.



HOME-SCHOOL COLLABORATION

Families are equal partners with schools to support the success of all students. Support, guidance, and advocacy from parents and caregivers remain the most important influences on children's academic performance and futures. Parents/caregivers know their children best. They contain stories and information that help children grow and thrive. Making sure parents/caregivers are informed about student expectations, school rules, discipline policies, and classroom procedures creates a shared commitment. Therefore, the association between home and school is important for developing children's character and behavior.

To be active and involved partners in promoting a safe and supportive school environment, parents/caregivers must have a voice in the Code of Character, Conduct, and Support. The rights and responsibilities described below apply to all families, regardless of family structure or immigration status. If parents/caregivers have any questions about these rights and responsibilities or need support advocating for their child, they are encouraged to ask for help. For more details, see the "How to Get Help and Help Others" section of this Code.



POSITIVE MINDSET PROMOTES SCHOOL SUCCESS

Mindsets are deep-seated beliefs that drive behavior and create powerful incentives to maintain habits, choices, and preferred ways of doing things. When students feel that school and schoolwork have value, when they have a sense of belonging in the classroom and approach learning tasks with positive expectations, they have the ability to sustain their effort over time and express their curiosity, enthusiasm, and personal interests. in what they're learning.

Students' positive mindset boosts their confidence in their daily experiences and fosters hope in their future.

The positive mindset of adults empowers school staff and parents/caregivers to interact with children and youth with optimism, care, and respect, and allows all adults to experience the joy of being on the other side of children and teens.



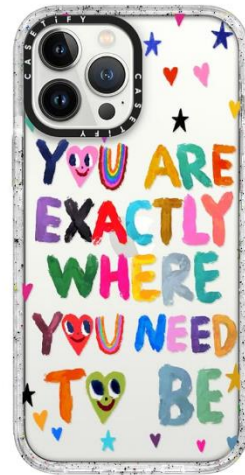
POSITIVE STUDENT MINDSET	SUPPORTIVE ADULT MINDSET
Schoolwork has value for me.	I seek to understand before I act.
I belong to a school community where I feel safe and valued	I depersonalize students' words and actions before responding
I approach tasks with positive expectations and an open mind.	I acknowledge the backgrounds, cultures, and opinions of others before expressing my own.
My skill and competence grow with my effort.	I solve problems to come up with solutions that meet the needs and interests of everyone involved.
I embrace challenges, opportunities for growth, take academic risks, and strive to excel	I consider a student's best interests in any decision
I have hope for a positive future that I can do for myself	I model a growth mindset and behaviors that I want to encourage in students.
I can correct mistakes, solve problems, and turn around difficult situations.	I can move beyond past incidents and start over.

FOR MIDDLE AND HIGH SCHOOL STUDENTS

Transitioning from one grade to the next in middle and high school is not easy. We hear it from many middle and high school students just like you. It's common to need help with academic, social, and emotional issues or mental health issues. Students often share that they are afraid or unsure how to tell their parents or an adult at school about a problem or concern. Sometimes you may feel anxious or embarrassed about what's going on in your life. We want you to know that everyone needs help sometimes, and with every challenge you face, there is an opportunity to learn and grow.

The first step is to take care of yourself by going directly to an adult at school and communicating your struggle. If talking to an adult feels difficult, consider starting the conversation with a note or email. A friend can also let the adult know that you need support. They might even come with you to ask for help.

Trust yourself. You will know the best way to proceed. Let your friends know that there is support. Just ask.



Some thoughts for you:

1. Know that there is nothing wrong with asking for help.
2. Identify an adult you trust, who makes you feel safe, who you can talk to.
3. Share: your story, how you're feeling, and what you specifically need help with.

Some conversation starters:

- I'm struggling with _____. Can we talk about that later?
- I'm working hard, but I still don't understand _____. Can you help me?
- I'm not sure what I need. Can you please talk to me?
- Can you give me some ideas about _____?

If you are struggling in one academic class or many classes, you can take the following steps:



- a. Set up a time to talk to your teacher privately. Share some of the struggles you're having in class. Ask your teacher, "How can I improve?"
- b. If the teacher is not available or unable to help you solve the problem, or if you would feel better if another adult supported you in this situation, identify an adult you trust (advisor, another teacher, school counselor, administrator). Let them know what's going on in class and what steps they could take to help you.
- c. If the problem is not resolved, ask your parent/caregiver to support you by talking to the teacher or an administrator.

If you're struggling in a lot of classes, you can talk to your school counselor, a social worker if you're assigned one, a case manager, or another adult you trust.

If you're struggling at an extracurricular activity or on an athletic team, you might:

- a. **Meet** with the activity advisor or coach when they can give you their full attention. Try not to discuss the challenge during the activity/practice period.
- b. **Share** with the activity advisor or coach the challenges you are having in the activity/athletic team and what you might need to feel more successful. You can ask for their ideas and advice.

If you don't feel comfortable scheduling a time to talk to an activity coach or athletic trainer, discuss the issue with your parent/guardian or a trusted adult to determine next steps:

- Meet with the activity advisor and your parents together
- Your parent meets only with the activity advisor
- You meet with your school counselor/social worker/counselor or another adult you trust to help you make a plan

If you are going through a difficult time socially or emotionally or are being bullied or bullied:

- a. Find an adult you trust and tell them your story/what's going on with you and fill out an HIB Form. The adult may be, but is not limited to, a teacher, coach, counselor, social worker, school counselor, special education counselor. Share what you want to share. Ask yourself - What do I need? What could make me feel better? Taking this step will help the adult help you feel better and make a plan for the next steps you might take.
- b. If you are being cyberbullied, bullied, or forced into a hazing situation, contact a trusted adult at school immediately. These behaviors are dangerous, violate district rules, and do not respect your rights and responsibilities as a member of the school community.
 - i. Fill out the HIB form, available on the district's website
 - ii. Tell someone you trust: a parent/caregiver, teacher, counselor, administrator, school counselor, social worker, or mental health specialist.
 - iii. Calmly tell the student to stop... Or don't say anything and walk away to stay safe.
- c. If you know someone who is being bullied
 - i. If you feel safe, be an "Advocate":
Tell the bully to stop, saying, "We don't do that at this school." Or "It's not okay to treat someone like that."
Say words of support to the student who is being bullied.
Be a friend.
Don't cheer on the bully by laughing or joining in.
Tell other bystanders how to help stop the bullying.
 - ii. If you don't feel safe being an "Advocate":
Tell them to an adult.
Encourage the bullied student to talk to someone.



RIGHTS AND RESPONSIBILITIES

Rights and responsibilities go hand in hand. With every right comes a responsibility. Our rights in this Code of Character, Conduct, and Support are protections afforded to each and every member of the school community at LRSD. Responsibilities are our obligations to fulfill these rights through individual actions, mutual cooperation, respect for all members of the community, and in alignment with district policies. Students will grow in their ability to fulfill these responsibilities during their time at school.



See also: [2023-2024 PFE Policy and Plan Brochure](#)

STUDENT RIGHTS AND RESPONSIBILITIES

QUALITY EDUCATION

I HAVE THE RIGHT TO:

- Experience high-quality, student-centered education that is engaging, challenging, equitable, and supportive.

I AM RESPONSIBLE FOR:

- Do my best to be prepared to learn when you come to school.
- Bring an open mind to learning every day.
- Face challenges willingly.
- Demonstrate my diligence and perseverance.
- Seek help when I need it.

PHYSICAL AND EMOTIONAL SAFETY

I HAVE THE RIGHT TO:

- Be welcomed, respected, and valued for who I am.
- Be protected from intimidation, harassment, and discrimination based on race, color, national origin, ethnicity, language, socioeconomic status, citizenship status, religion, religious practice, body shape and size or physical appearance, disability, sex, sexual orientation, gender, gender identity and expression, or other identity category, at school or at a school-sponsored event, function, or activity, or on any digital platform.
- The protection of my personal physical safety.
- Communicate when and how I feel unsafe and be heard.
- Have access to relevant, factual information about abuse and access to physical and mental health care and services.
- Be counseled and coached by professional staff members or school district partners on matters related to my behavior as it affects my education and well-being at school.

I HAVE A RESPONSIBILITY:

- Putting safety first for myself and others.
- Respect the personal space of others.
- Seek help and resolve conflicts and differences without violence.
- Create and maintain a school community that rejects stereotypes and biased behaviors, opposes acts of injustice and intolerance, stands up for individuals and groups when their rights and dignity are violated.
- Do not harass, intimidate, discriminate based on identity category.

- Report any unsafe, suspicious, or potentially dangerous, destructive, or discriminatory behavior ("When you see something, say something").

EQUITY

I HAVE THE RIGHT TO:

- Attend school within the district.
- Receive reasonable assistance from the school district to help me overcome attendance barriers.

I AM RESPONSIBLE FOR:

- Affirm and appreciate our commonalities and differences as individuals.
- Recognize that we all learn differently and need different types of support to do our best.

RESPECT AND CARE

I HAVE THE RIGHT TO:

- Be treated with respect, care, and kindness by peers, parents/caregivers, and school staff.
- Be part of a welcoming, inclusive, and supportive school community.
- Be supported if I have been harmed in the school community.
- Receive support to repair harm and restore relationships when I have engaged in behaviors that harm others or the school community.

I AM RESPONSIBLE FOR:

- Do my part to protect everyone's right to be respected, valued, and heard.
- Be truthful and responsible for my words and actions.
- Learn from my mistakes and strive to correct and improve my behavior by participating in interventions to learn new skills and become more skilled.
- Engage in restorative actions to repair relationships and my standing in the community.
- Accept comments, interventions, and consequences with respect.
- Act kindly toward others.

PHYSICAL ENVIRONMENT

I HAVE THE RIGHT TO:

- Learn in a clean, healthy, and safe environment.

I HAVE A RESPONSIBILITY TO

- Follow school rules and procedures.
- Contribute to maintaining a clean, healthy, and safe school environment.
- Protect and respect property that belongs to peers, adults, and the school.

STUDENT'S VOICE AND EXPRESSION

I HAVE THE RIGHT TO:

- Respectfully express my opinions verbally and non-verbally and be heard without causing a disruption in the school environment.
- Actively participate in the educational process by informing, providing feedback, and advocating.
- Dress and style my hair in a way that expresses my identity and personality.

I AM RESPONSIBLE FOR:

- Expressing myself verbally and nonverbally in a manner that does not disrespect, hurt, or discriminate against any individual or group or cause disruption in the school environment. It is seen in a way that does not degrade any group or individual, to not express anything hurtful or discriminatory.
- Follow the dress code established for my school.

ATTENDANCE

I HAVE THE RIGHT TO:

- Attend school within the district.
- Receive reasonable assistance from the school district to help me overcome attendance barriers.

I AM RESPONSIBLE FOR:

- Attend school regularly and seek support to address barriers if needed.
- Arrive at school on time and seek support to address barriers if needed.
- Arrive on time to class and stay in class and seek support to address barriers if needed.

PARTICIPATION

I HAVE THE RIGHT TO:

- Participate in school activities and educational programs for which I am eligible.
- Be informed of and/or serve on student councils, advisory bodies, and school teams and committees that make decisions about school life.
- Participate in student leadership activities.
- Form a non-discriminatory club or organization that does not yet exist and meets the needs and interests of a particular group of students.

I AM RESPONSIBLE FOR:

- Work cooperatively with others.
- Make positive contributions in the classroom and the wider school community.
- Encourage and support others to participate.
- Seek support to develop self-management skills.

DUE PROCESS

I have due process for:

- Receive the District Code and be informed about district-wide school policies, regulations, and rules, what behaviors may result in disciplinary action, and any subsequent consequences.
- Be informed of options for correcting behavior.
- Have access to detailed information about school rules, district policies, and procedures that affect students' right to participate.
- Have the opportunity to be heard in actions. disciplinary proceedings for alleged violations of the Code for which I may be suspended or removed from class.
- Be informed of the procedures for appealing the actions and decisions of school officials regarding my rights and responsibilities.

Act 542 (Nicknames and Pronouns)

For those students who wish to be identified by names and/or pronouns that differ from their birth certificate, please see the First Name Consent Form. (NOTE: This will not change the name on file in the student's records.)

PARENT/CAREGIVER RIGHTS & RESPONSIBILITIES

ATTENDANCE

I HAVE THE RIGHT TO:

- Have my child attend school within the district.

I AM RESPONSIBLE FOR:

- Make sure my child attends school regularly and on time.
- Inform the school when and why my child is absent as soon as possible or at the end of that school day.

RESPECT AND CARE

I HAVE THE RIGHT TO:

- Expect my child's identity to be valued and respected.
- Be treated with kindness, fairness, fairness, and respect at school.

I AM RESPONSIBLE FOR:

- Teach my child that all students have the right to attend school and be treated with respect and dignity regardless of differences, which will strengthen the child's confidence and promote learning.
- Be respectful and kind to staff, other parents/caregivers, and students while on school premises and in school-home communications (e.g., email, phone calls, social media, etc).



PARTICIPATION

I HAVE THE RIGHT TO:

- Be equal partners in my child's education.
- Participate in decision-making processes, including equitable access to structured opportunities to give feedback, obtain information, and assist in decision-making.

I AM RESPONSIBLE FOR:

- Support my child's social and emotional growth and academic progress.
- Encourage my child to actively participate in the learning process (e.g., completing and turning in assignments on time and seeking help when needed, etc.).
- Partner with school staff to address academic, attendance, behavioral, or other challenges that my child(ren) may be experiencing.
- Comply with all policies, regulations, and procedures of my child's school and district.

COMMUNICATION

I HAVE THE RIGHT TO:

- Receive oral and written communications in languages other than English when requested; Receive oral translation of documents for other languages (including American Sign Language), when requested.*
- Access up-to-date information from school staff about my child's academic progress or behavior, including but not limited to report cards, behavioral progress reports, letters of attendance when a student received 3, 6, and 10 days of absences, matrix online platforms, and conferences.
- Be informed by school staff about ways to improve my child's academic or behavioral progress, including but not limited to in-school counseling, after-school programs, academic programs, and referral to outside mental health services.

I AM RESPONSIBLE FOR:

- Promptly provide up-to-date contact information to the school.
- Communicate concerns to school staff in a respectful and timely manner.
- Share information about my child(ren)'s school that will support social and emotional well-being, academic success, and behavioral expectations.

*A good faith effort will be made to grant the request when translation/interpretation is not readily available.

ACCESS TO INFORMATION

I HAVE THE RIGHT TO:

- Receive timely information about district policies, procedures, and incidents related to my child's education and safety in an accessible format and language.
- Access information about services for students with disabilities and English language learners.
- Be notified immediately when my child has committed significant behavior violations and any disciplinary action taken by school staff or administrators.
- Receive information about due process and disciplinary procedures about my child, including information about conferences and appeals.
- File a complaint when there has been a potential violation or misapplication of school policy.

I AM RESPONSIBLE FOR:

- Become familiar with district policies, administrative regulations, and this Code of Character, Conduct, and Support.
- Talk to my child about expected behaviors during the school day or at school events as described in this Code.



EMPLOYEE RIGHTS AND RESPONSIBILITIES

STUDENT & FAMILY ENGAGEMENT

I HAVE THE RIGHT TO:

- Receive timely support and follow-up from a school or district staff member when students engage in responsible consequence and restorative intervention.

I AM RESPONSIBLE FOR:

- Communicate regularly in a meaningful manner (via email, phone calls, in-person conferences, as appropriate to language and family needs) with students, parents/caregivers, and other teachers about the district's mission, course objectives, grading practices, expectations, and student growth and achievement.
- Understand and respect the diverse cultural and linguistic backgrounds of students and families.
- Create a space for parents/caregivers to participate in decision-making for their children.
- Support the social, emotional, and academic development of all students through appropriate and supportive relationships, classroom instruction, academic/behavioral support, and interventions.

PERSONAL AND PROFESSIONAL GROWTH

I HAVE THE RIGHT TO:

- Participate in engaging, timely, and supportive professional learning opportunities that increase our skills and knowledge in strategies that increase student achievement and social and emotional growth.
- Have equitable access to the resources necessary to provide quality instruction, professional learning, coaching, and/or supervision.
- Work in a welcoming, safe, and respectful environment.
- Be treated with kindness, fairness, and dignity.
- Communicate concerns and suggestions to strengthen culture and climate across the district without fear of retaliation and receive recognition and follow-up of these concerns.

I AM RESPONSIBLE FOR:

- Identify, recognize, and counter incidents of personal and institutional bias that impede equitable treatment of students, caregivers, and colleagues.
- Handle conflict proactively and communicate concerns in a respectful and courteous manner to support problem-solving and respect the dignity of each individual.
- Actively participate in professional learning opportunities to strengthen my role as a teacher, leader, coach, and/or supervisor to support each and every student.

CULTURE & CLIMATE

I HAVE THE RIGHT TO:

- Work in a welcoming, safe, and respectful environment.
- Be treated with kindness, fairness, and dignity.
- Communicate concerns and suggestions to strengthen culture and climate across the district without fear of retaliation and receive recognition and follow-up of these concerns.

I AM RESPONSIBLE FOR:

- Promote welcoming, safe, respectful, culturally and linguistically affirming and engaging environments (classrooms, common areas, professional learning, meetings) for students, parents/caregivers, and colleagues.
- Provide adequate supervision in all school spaces.
- Intervene, report, and/or investigate incidents that I have witnessed or brought to my attention in a timely manner: discrimination, intimidation and/or harassment, self-harm, suicidal ideation, severe emotional distress, and any situation that threatens emotional health. or the physical health or safety of any student or school employee.
- Maintain the confidentiality of all student education records and personally identifiable information and confidential staff information, in accordance with federal and state laws and ethical guidelines.

K-12 PREVENTION/ADVOCACY STRATEGIES

Adopting and integrating a set of universal strategies across the district creates equity-centered classrooms where each and every student has the opportunity to grow academically, socially, and emotionally in ways that serve them in school, careers, and life.

Below is a set of foundational, research-based strategies that are integrated across all early childhood, elementary, and secondary classes to meet the needs of all students, including students with disabilities, linguistically and culturally diverse populations, and students with histories of trauma. These inclusive practices build relational trust, convey mutual respect, foster feelings of safety, promote predictability and consistency, and build on students' areas of strength. Consistently integrating these strategies into daily lessons empowers teachers to:

- Foster and maintain strong personal and supportive relationships with their students.
- Deliberately organize the learning environment to support academic engagement.
- Increase engagement and rigor to increase academic performance.
- Implement academic practices and strategies to cater to the variety of students in their classrooms.
- Plan, respond to, and manage behavioral concerns.



CLASSROOM STRATEGIES

PROMOTE:	Strategies that promote positive academic, social, and emotional development
PREVENT:	Strategies that prevent deviant behaviors from becoming major problems
INTERVENE:	Protocols that match a student's academic, social, and emotional skills needs

MANAGEMENT	INSTRUCTION
1. Meet and greet 2. Morning Meeting 3. Student Names 4. Get in touch 5. Value-Added Feedback 6. Meetings 7. Visual Aids 8. Get Attention 9. Keep quiet 10. Clear Instructions 11. Initial and final class 12. Student Voice and Choice	1. Problem-Focused Learning Task 2. Developmentally Informed and Culturally Responsive Content 3. Turn and talk 4. Text Protocols 5. Representation of Thought 6. 5-Minute Assessment Tools 7. Get in touch 8. Student Voice and Choice
DISCIPLINE	INTERVENTION
1. One Student/Five Actions/Five Days 2. Depersonalization 3. First Response to Behavioral Concerns 4. Behavioral Controls 5. De-escalate 6. Student Voice and Choice	1. Restorative Conversations 2. Academic and Behavioral Problem-Solving and Planning Conferences 3. Place of Peace and Re-establish Space

CLASSROOM MANAGEMENT

Teachers create organized, caring, and engaging learning environments that promote academic engagement and skillful behavior through the consistent implementation of procedures, protocols, and rituals.

The following strategies support effective classroom management:

1. Meet and greet

Stand at the door or move around the classroom when students enter the classroom to welcome them and greet them by name.

2. Morning Meeting

Start your day with a ritual that creates a structured place to connect and practice foundational social-emotional competencies.

3. Student Names

Use and pronounce student names consistently and accurately to help students feel known and valued.

4. Get in touch

Ask one-on-one questions or give individualized feedback to build rapport and create a positive classroom culture.

5. Value-Added Feedback

Share a specific, concrete observation about what a student did and name the force that allowed them to do it.

6. Meetings

Begin class with a community-wide exercise that creates a cohesive group and focuses attention.

7. Visual Aids

Select, design, and strategically use visuals to promote self-management and academic effectiveness.

8. Get Attention

Use a constant verbal and auditory cue to transition from one activity to the next

9. Keep quiet

Maintain silence at specific strategic moments to support reflection, thought, and engaged productivity.

10. Clear Instructions

Provide clear and concise verbal and written instructions.

11. Start and end the class

Develop consistent routines for the beginning and end of class to support readiness to learn, learning synthesis, and smooth transitions.

12. Student Voice and Choice

Get students' voice over the way the learning environment is organized.

CLASSROOM INSTRUCTION

Teachers use evidence-based strategies to create academic environments where learning occurs at high levels and students have the tools they need to be self-directed learners. Teachers integrate rigorous, meaningful learning tasks into a purposeful, well-paced lesson and structure these experiences to support successful engagement. The use of continuous check-ins for comprehension allows teachers to assess what students understand and can do in relation to these learning tasks and informs next instructional steps.

The following strategies support effective classroom instruction:

1. Problem-Focused Learning Task

Design a learning task that is rigorous and meaningful, intentionally structuring it as a problem that needs to be solved.

2. Developmentally Informed and Culturally Responsive Content

Designing content that is relevant to students' needs and interests, creates specific connections to their cultures, and supports their ability to access content to ensure academic engagement.

3. Turn and talk

Design an interesting discussion topic (prompt) and provide time for people to prepare their response ("thinking time") before students respond in pairs to help them understand the content.

4. Text Protocols

Offering students a guided process to interact with the text in order to make sense.

5. Representation of Thought

Provide students with a structured approach to expressing their thinking and

supporting understanding, e.g., two-column notes, graphic organizers, the Socratic method, etc.

6. Five-Minute Assessment Tools

Get a snapshot of each and every student's understanding or abilities at a specific point in a lesson to undo the following instructional steps, for example: Exit tickets.

7. Get in touch

Two- to three-minute contact using a simple sequence of three questions.

What are you working on?

How's it going?

What are you going to do next?

To assess in real-time what a student is learning, doing, or thinking at a particular point in a lesson or unit.

8. Student Voice and Choice

Provide specific options in, for example, learning tasks, group roles, and learning modes.

CLASSROOM DISCIPLINE

Teachers prevent unwanted behaviors from continuing or escalating in order to maintain safe and orderly learning environments. When behaviors persist, teachers support students to recover themselves and their relationships through targeted interventions.

The following strategies support effective discipline in the classroom:

1. One Student/Five Actions/Five Days

Provide a dose of saturated support for a student facing academic or behavioral challenges by taking five specific actions, over five days.

2. Depersonalization

Remaining emotionally balanced and neutral when students engage in inappropriate behavior to help students correct themselves and engage in appropriate behaviors.

3. First Response to Behavioral Concerns

Take a set of strategic actions to re-engage students at the first signs of their inappropriate behavior.

4. Behavior

Controls: Guide a student to self-assess in the moment and redirect their behavior.

5. De-escalate

Support a student who is emotionally escalated or conflicted to calm down and regain composure.

6. Student Voice and Choice

Get the voice of students to solve behavioral problems in the classroom community.

ACADEMIC AND BEHAVIORAL INTERVENTIONS

1. Restorative Conversations

Use a set of strategic questions to help a student take responsibility, reflect on the impact of their behavior, and identify action steps to put the past behind and move forward.

2. Planning and Problem-Solving Conference

Facilitate an after-class lecture that empowers a student to strengthen an academic skill or desired behavior.

3. Place of Peace (Primary)/ Reset Space (Secondary/Secondary)

Physical spaces in the classroom that allow students the opportunity to work through the emotions they are feeling and/or refocus, without leaving the immediate learning space.

DISCIPLINE & STUDENT SUPPORT

INTRODUCTION

The word discipline has everything to do with instruction. Among its Latin origins are the words *discipulus* meaning "pupil" or "learner" and *discipline*, meaning "teaching, training and instruction". The purpose of any disciplinary response is to help students strengthen competencies related to self-awareness, self-management, and social and academic efficacy, so that they become more self-disciplined and demonstrate skillful, appropriate, and acceptable behavior.



Helping youth find their way to greater self-discipline requires each and every staff member and parent/caregiver to understand the cultural, linguistic, and developmental needs of the children and adolescents in their care. Sometimes, students will exhibit unwanted behavior while spending their time at school. All adults should have the mindset that it is our job to support all students. Effective disciplinary responses are informed by the following adult mindset: each student is able to change his or her behavior with guidance, instruction, support, and coaching.

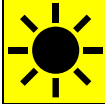
DISTRICT-WIDE RULES

Rules are a set of explicit and enforceable rules governing conduct, which refers to the way a person behaves on a particular occasion or in a particular context. Rules create a sense of order, calm, and determination, and promote a safe and positive learning environment.

A rule can be broken. Naming something as a rule comes with an obligation to enforce it consistently. Schools are public places. When we meet in schools, we come to an agreement on the rules that help us navigate shared spaces. Supporting students to follow district rules requires the effort of each and every adult to promote, support, and enforce equitably.

Sharing an understanding of the rules and the interests behind them creates structure and clarity for all members of the school community. Rules that are applied fairly and consistently, and that students, staff, and parents/caregivers clearly understand, allow students to take responsibility for their choices and strengthen essential life skills such as self-management and social success. Rules foster a sense of community, create safety for all students, and promote a positive school climate.

The district's rules promote consistent standards of behavior across all schools:



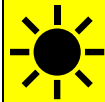
RULE 1: Respect the personal space of others.

WHAT IT LOOKS LIKE

Keep your hands and body to yourself.

EXAMPLES OF RULE VIOLATIONS:

- Running, fighting, shouting in public spaces
- Unwanted physical contact or invasion of personal space
- Verbal and physical threats, physical assault, and/or physical aggression directed at adults or students
- Sexual inappropriateness, sexual harassment, sexual assault



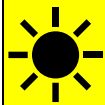
RULE 2: I respect and value everyone. I respect and value the individual and collective dignity and identity of all.

WHAT IT LOOKS LIKE:

Treat everyone with kindness and respect. Make an effort to understand others. Accept that people may have different points of view than you. Refrain from committing incidents of harassment, discrimination, bias, or inequity.

EXAMPLES OF RULE VIOLATIONS:

- Harmful teasing and name-calling
- Bullying and harassment
- Incidents involving bias, disruptive actions, or abusive or threatening speech or writing that expresses prejudice against a particular group.



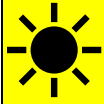
RULE 3: I arrive on time, stay in class, and have a pass/permit to leave class or to travel in common areas.

WHAT IT LOOKS LIKE:

Enter the classroom before the bell rings. Request a pass/permit to ride in common areas during class or lunch time. Remain on school grounds and be in appropriate spaces during the school day.

EXAMPLES OF RULE VIOLATIONS:

- Skipping school or class
- Leaving school or the classroom without permission.
- Unexcused tardiness to class during the school day
- Being in unauthorized areas on the school campus



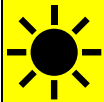
RULES 4: I listen, acknowledge, and respond to instructions and requests.

WHAT IT LOOKS LIKE:

Follow instructions, procedures, and rules. Ask questions if you are confused. Accept help, feedback, correction, and direction. Respond respectfully to reasonable requests or instructions from school personnel.

EXAMPLES OF RULE VIOLATIONS:

- Failure to comply with classroom procedures and routines.
- Engaging in disrespectful or argumentative speech
- Persistent refusal to follow instructions and requests



RULE 5: I communicate respectfully and use school-appropriate language.

WHAT IT LOOKS LIKE:

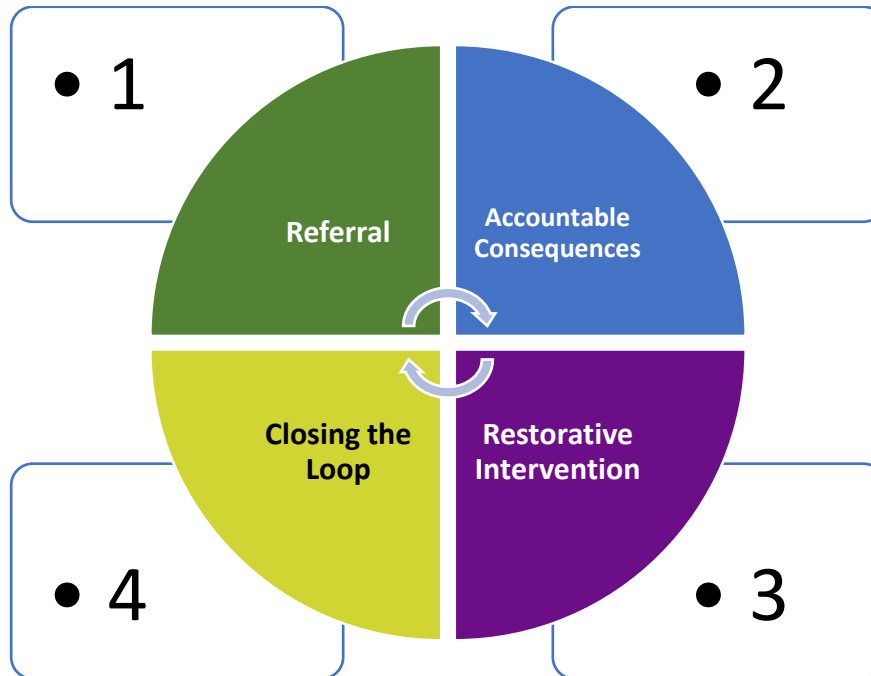
Listen to understand by asking questions. Respond respectfully using non-aggressive language and appropriate body language.

EXAMPLES OF RULE VIOLATIONS:

- Engaging in hostile or combative responses to peers
- Cursing, cursing, using insulting, defamatory, vulgar, or abusive language or gestures directed toward adults and students.

DISCIPLINARY RESPONSE CYCLE

When students violate a rule and their behavior requires attention, care, and support beyond the classroom teacher's responses, the Disciplinary Response Cycle (DRC) goes into effect. It is a set of actions for the whole school that consists of four phases. The DRC is standardized to ensure fair, equitable, and respectful responses to student misconduct and provides ongoing support throughout the process. Throughout this process, the student's cultural or linguistic background and uniqueness must be taken into account.



1. The cycle begins with a **referral** submitted by a staff member in the form of a disciplinary referral to the office or harassment/intimidation/bullying (HIB) form
2. **Responsible consequences** are the direct result of a student's inappropriate or unacceptable behavior. They are assigned by a school administrator or dean. Consequences indicate that adults are concerned about the student's behavior and alert the student that they are responsible for their actions.
3. **Restorative interventions** are accessible to all students and involve the student in some action or learning process that empowers them and allows them to:
 - Repair relationships and the damage they've done to others.
 - Restore your good reputation in the community.
 - Learn target skills and behaviors to improve their self-awareness, self-management, and social and academic effectiveness.
4. **Closing the loop** involves reaching out to parents/caregivers and teachers to review actions taken, facilitating a re-entry conference for suspended students, monitoring student progress, and engaging in follow-up support and interventions when appropriate

DETERMINATION OF DISCIPLINARY RESPONSES

School administrators refer to this document when determining appropriate disciplinary responses. To determine how to best address rule violations, it is necessary to assess the entire situation surrounding the behavior. To operate efficiently and effectively, state and federal laws require schools to maintain a safe and orderly learning environment. Part of that responsibility includes establishing a code of conduct that contains rules of behavior and specific consequences for violations of the rules. Keep in mind that these factors should not be considered individually but reviewed as a whole.

Before determining the allocation of responsible consequences and restorative interventions, administrators consider how the following mitigating or aggravating factors below may inform the most appropriate disciplinary response:

1. The age of the student and the stage of maturity development.
2. The student's intent and/or how the behavior impacted other students and the school environment.
3. The student's disciplinary record (including the nature of any prior misconduct and the number of prior instances of misconduct).
4. The student's academic record if the student was respectful and cooperative during the investigation and/or after the offense occurred.
5. The nature, severity, and extent of the unskillful, inappropriate, or unacceptable behavior
6. The circumstances/context in which the conduct violation occurred.
7. The student's mental capacity, IEP, BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.
8. Any cultural or linguistic factors that may have contributed to the behavior.
9. The student's response to participation in a Multi-Level System of Support (MTSS) process.
10. The other consequences the student may be experiencing outside of school.
11. The action the student and/or the student's parents have taken since the offense occurred.

In cases where the disciplinary situation is more complicated and/or with students with complex needs, it is recommended that administrators consult with key school personnel who have knowledge of the student and can offer views and information before making a final decision.

Standardized disciplinary responses are integrated into six levels of responsible consequences and restorative interventions, which aim to decrease disproportionate responses to conduct violations. This ensures that all students are treated fairly and respectfully, without favoritism toward or against any group of students based on age, actual or perceived ability, race, color, national origin, ethnicity, language, socioeconomic status, religion of a person's body shape/type, disability, sex, sexual orientation, gender, or gender identity and expression.

LEVELS OF CONSEQUENCES

Level 1	Levels 2 & 3	Levels 4, 5, & 6
Tier 1: Core	Tier 2: Supplemental	Tier 3: Intensive
Promotion/Prevention Responses Facilitated by Teacher	Interventions Facilitated by Teacher, Student Support, and/or Admin	Interventions Facilitated by Student Support and/or Admin

GENERAL CONSIDERATIONS

1. The responsible consequences intensify as behavioral violations become more serious. In addition, multiple violations for the same behavior can warrant more intense consequences at a higher level.
2. Consequences and interventions are delivered using standardized procedures and protocols and are consistently applied across all student groups in all schools.
3. A transparent dataset, determined by district leaders and school leaders, will be consistently collected and analyzed to assess the use and impact of consequences and interventions, paying particular attention to indications of overuse and disproportionality of referrals and suspensions among various groups of students.
4. When an exclusion response is warranted, the focus will be on short-term withdrawals from the classroom and fewer assigned days.

K CONSIDERATIONS – GRADE 5

The matrix of consequences and behavioral infractions in most cases applies to all students in grades K through 5. In some cases, the consequences are modified due to developmental considerations. Students in these grades are learning how to belong to a group and demonstrate prosocial behaviors. It's normal for toddlers to occasionally hit, kick, or push other children while learning to socialize with others. When children engage in these types of behaviors, teachers have a responsibility to intervene to ensure that all students are safe. Immediately after an incident, teachers have a responsibility to help the child understand what he or she did and teach him or her expected behaviors.

Suspension as a consequence should be discouraged for students in grades K through 5. If suspension is considered, an SBIT meeting must be held, and a Letter of Notification of Discipline must be completed by the school administration and sent to parents/caregivers.

EXCEPTIONAL CHILD CONSIDERATIONS

General Rules:

1. Schools have the authority to discipline all students, including those with learning and attention issues.
2. Students with IEPs or 504 plans have special legal protections that must be followed.
3. Special considerations apply to students in an IEP or 504 Plan where the behavior is a manifestation of the student's disability.
4. For students whose misbehavior is caused by a disability, which may include learning and attention issues, schools should consider what accommodations or adjustments may be necessary to address the student's behavior.

Students with IEPs and 504 plans are subject to the disciplinary policies adopted by the school district as long as the procedures are not abused or applied in a discriminatory manner. In the event of a suspension, students with an IEP or 504 plan have procedural safeguards to maintain their access to a free and appropriate public education.

Disciplinary proceedings resulting in suspension must be in accordance with the procedural safeguards afforded to students with disabilities by IDEA and Section 504.

ADDITIONAL PROVISIONS

Arkansas state law requires that additional provisions be made to discipline students who have been determined by a special education or 504 evaluation team to have special needs and whose program or accommodations/services are described in an IEP or Section 504 plan, or when there is a suspicious disability. The following additional requirements apply to the discipline of students with special needs:

1. The IEP or 504 Plan will indicate whether the student can be expected to comply with the regular discipline code or if the student's disability requires modification. Any modifications will be outlined in the IEP or 504 Plan. Students who have not yet been deemed eligible for Section 504 special education services, but for whom a disability is suspected, have the same protections as students with an IEP or 504 Plan.
2. The school administrator or designee shall notify the school case manager or 504 coordinator of the offense and a record of such notices shall be maintained. The student has the right to make up tests and other assignments and do any other work that is necessary to achieve academic progress during that period.
3. **Manifestation Determination Meeting:** For students with an IEP and a 504 plan, if the principal/designee is considering disciplinary action that would result in a suspension for more than 10 cumulative days in a school year, a manifestation determination meeting must be held prior to the meeting. suspension. Relevant members of the student's IEP Team or 504 Team will meet with parents to review relevant information to determine:
 - a. Whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
 - b. Whether the conduct in question was a direct result of the school's failure to implement the IEP.
4. Responses to these questions are used to determine whether disciplinary action is appropriate and to inform future responses to disciplinary infractions and to determine any future necessary evaluations, such as an additional psychological evaluation and/or a Functional Behavior Assessment (FBA), that may be necessary to conduct. The results of the manifestation determination meeting could also include the need to review and modify an existing IEP or 504 Plan.



LEVELS OF INTERVENTIONS

The following table describes the range of responsible consequences and restorative interventions for each level of conduct violations described in the Conduct Violations Matrix.

Documentation must be provided for the implementation of BIP for students with disabilities. In addition, IEP reviews/revisions will be conducted to ensure that responsible consequences and restorative interventions can occur at any level or level.

LEVEL 1

Minor incidents of behavior in the classroom and in public space that do not result in the removal or exclusion of the student.

Response/Documentation

There are no school-wide assigned consequences for Level 1 behaviors.

Immediate Teacher Response:

When a student engages in low-impact behaviors, teachers engage in discreet, respectful, and inviting movements, "first responses," with the goal of redirecting/re-engaging the student.

Teacher's Observation Notes:

If low-impact behaviors persist or become chronic, the teacher documents their specific observations of the behavior.

Prevention Strategies and Interventions

Level 1 behaviors are expected to be managed within the classroom with the goal of preventing minor discipline issues from escalating into major disciplinary incidents through the use of Level 1 (Basic) prevention and intervention strategies, including, but not limited to:

- a. Environmental Modifications
- b. First Response to Behavioral Problems
- c. Behavior Checks
- d. De-escalation strategies
- e. Inappropriate speech interruption to help students self-correct
- f. Restorative Conversations
- g. Academic Planning and Problem-Solving Conference
- h. Behavioral Problem Planning and Resolution Conference
- i. Progress Tracking
- j. Student Support Partner/Partner
- k. Place of Peace and Reset Space (Elem/Middle/High)
- l. Differentiated basic supports

An SBIT member may be asked to provide:

1. Behavioral Training
2. Collegiate Consultation
3. SEL Skill Development Lesson

LEVEL 2

Persistent violations of low-impact classroom behavior, more serious violations in public space, and nonviolent personal misconduct that do not result in the student's removal or exclusion.

Aftermath

Assigned consequences include some or all:

1. Student Referral Submission
2. Student meeting with an administrator
3. Parent/Caregiver Notification (Secondary)
4. Teacher Detention (Secondary)

LEVEL 3

More serious infractions, as determined by their severity and frequency, may result in the student's expulsion from the classroom.

Aftermath

Assigned consequences include some or all of the following:

1. Student Referral Submission
2. Student Meeting with Administrator
3. Notification to Parents/Caregivers
4. Administrative detention
5. Principal's meeting with parent/caregiver
6. ISS – 1 to 2 days
7. OSS – 1 to 3 days

Interventions

Level 3 behaviors should be managed through the use of Level 2 interventions plus the following:

1. Behavior replacement training (1:1 or small group)
2. Bullying and Harassment Protocol
3. Solution search process that results in a comprehensive support plan.

4. Crisis Counseling
5. Referral to an outside mental health agency or partner service
6. Drug/alcohol intervention provided by contract or associated service.
7. Root Cause Analysis: Assessing Function-Based Thinking
8. Violence Reduction Coaching
9. Re-entry Protocol to Support Optimal Success

LEVEL 4

Repetitive or high-impact violations involving verbal and physical violence or self-harm and violations that have a destructive or disruptive impact on the school community, and that will result in the student's expulsion from the classroom for a short period of time.

Aftermath

Assigned consequences include some or all of the following:

1. Student Referral Submission
2. Student Meeting with Administrator
3. Family Notification & Conference
4. Principal's meeting with parent/caregiver
5. ISS – 3 to 5 days
6. OSS – 2 to 5 days

Interventions

Level 4 behaviors should be managed through the use of Level 3 interventions plus the following:

1. Referral for a Drug and Alcohol Evaluation
2. Drug/alcohol intervention provided by a contracted or associated service.
3. Additional interventions as determined by the Core Behavior Team or an individual case-by-case problem-solving team (problem-solving teams should ask the question about suspected disability when discussions about assessments and the purpose of functional behavior occur, addressing assessments for Instructional Curriculum Environment (ICE), or for the needs of an individual student).
4. The Student Services Support Team can conduct a re-entry plan.

LEVEL 5

Behaviors that present a serious level of threat and harm to individuals and the school community and result in the student's removal from the classroom for an extended period of time (including referral to an alternative school).

Aftermath

Assigned consequences include some or all:

1. Student Referral Submission
2. Notification to Parents/Caregivers
3. Student meeting with a school administrator
4. Administrator's meeting with parent/caregiver
5. 2 to 5 days OSS
6. 6 to 10 days OSS requires a mandatory SBIT meeting. Parent/Caregiver Appeals, the Student Hearing Officer will make the final decision on the appeal.

Intervention

Level 5 behaviors should be managed through the use of Level 4 interventions plus the following:

1. Reference for a Threat Assessment Evaluation
2. SBIT will conduct a re-entry plan, if necessary

LEVEL 6

Behaviors that present a clear threat to the safety of others (e.g., arson, possession of a firearm or explosive device, robbery with a dangerous weapon, homicide, kidnapping, rape, etc.) that result in the student's expulsion from school for an extended period of time.

Aftermath

Assigned consequences would include some or all of the consequences of Level 5 plus long-term suspension of more than 10 days and/or expulsion.

Interventions

Level 6 behaviors should be managed through interventions including, but not limited to, Level 4 and 5 interventions.

SANCTIONS AND RESTORATIVE INTERVENTIONS

(See also Behavior Matrix and Levels of Consequences)

Level 1

Students will not receive exclusion penalties for Level 1 Offenses.

Level 2

Students will not receive exclusion penalties for Level 2 Offenses.

Level 3

Documented restorative interventions are mandatory prior to the sanction of exclusion.

First Offense: ISS –1 to 2 days

Second Offense: OSS-1 to 2 days

Level 4

Documented restorative interventions are mandatory after the sanction of exclusion.

First Offense: ISS –3 to 5 days

Second Offense: OSS-2- 5 days

Third Offense:

OSS/ Mandatory 6-10 Day SBIT Meeting (see Level 5 for repeat violations).

Parents may appeal the sanction and the student's hearing officer makes the final appeal decision.

Level 5

Documented restorative interventions are mandatory prior to the sanction of exclusion.

First offense: OSS; 6 to 10 days of OSS. Mandatory SBIT meeting (see Level 5 for repeat violations). The caregiver can appeal the penalty. The officer makes the final decision on the appeal.

Second Offense: Referral to ALE (ALER Team Mandatory Conference)

NOTE: The school administration is required to submit all documentation to the student's hearing within 5 days of the sanction. The entire process must be completed within 10 days or perhaps a violation of due process.

Level 6

Documented restorative interventions are mandatory after the sanction of exclusion.

**First Offense: Expulsion Recommendation
(Mandatory Meeting SBIT, SPED MDR or Section 504 MDR)**

EXPULSION (11 days or more)

The district shall establish alternative programs, measures, or means and methods to continue student participation and access to education during the period of a student's expulsion. The district's program shall include offering an expelled student the opportunity to enroll in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to the credit that the expelled student may have received from the district if the student had not been expelled.

Removal Appeal Procedures

Within 10 days of the date of suspension.

The student will also receive written notice of their right to appeal and to a hearing in front of the Student Hearing Officer. The student may appeal the Hearing Officer's decision to the Senior Director of Student Services/the superintendent's designee. The last level of appeal is to the Board of Directors. The expulsion will remain in effect prior to any appeal hearing.

The student has the right to be represented by a lawyer or a lay lawyer. Written notice of representation must be provided to the Office of Hearings at least 48 hours prior to the disciplinary hearing. If the student's parent/caregiver does not give notice, the administration will have the right to reschedule the hearing.

DUE PROCESS

What to Expect at a Student Discipline Hearing

Students have a constitutional right to due process when faced with a recommendation for expulsion from a school campus. The process involves an investigation of facts and evidence relevant to the case. In the case of an expulsion of 11 days or more, the parent/guardian has the right to a hearing with the Office of Student Hearings. The parent/caregiver may also appeal against the Student Hearing Officer's decision to the District Board of Directors.

Before the Hearing

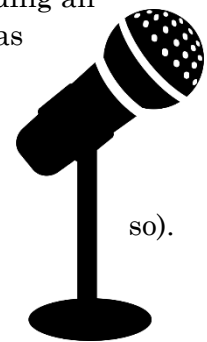
The principal must provide oral and written notice to the student and parent/caregiver in English and in the primary home language if not English. If the potential duration of the suspension is less than ten days, the notice must include:

1. Notice of Conduct Violation
2. The Basis for Temporary Removal/Exclusion
3. The potential consequences, including the potential length of the student's suspension.
4. The opportunity to dispute the notice and present the student's explanation of the alleged incident and for the parent to attend the hearing.
5. The right to interpreter services if necessary.



If the potential duration of the suspension is more than ten days, or if the principal recommends assignment to an alternative school, the notice must include additional rights:

1. Notice of Date and Time of Student Discipline Hearing
2. The opportunity to review the student's records and documents, including an on-site review of any video or audio recordings that will be presented as evidence at the hearing.
3. The right to be represented by an attorney or advocate of the student's choosing, at the student's/parent's expense.
4. The right to produce witnesses.
5. The right to present the student's explanation (but not obligated to do so).
6. The right to request a written summary of the results of the hearing decision.



During the Hearing

1. The principal/designee will include in the record all school documents related to the incident.
2. The student, parent/guardian, or advocate may include in the record any other documents relevant to the hearing that they wish to be considered.
3. Director/designee
 - a. Discuss the disciplinary offense, provide specific facts about the incident and the reasoning behind the suspension recommendation.
 - b. Present any other relevant evidence or witness testimony that is relevant to the facts of the case.
 - c. Consider the student's attendance, academic, disciplinary, and special education records to determine the final decision.
4. The student, parent/caregiver, or advocate may
 - a. Ask questions related to the facts of the case or the recommended suspension.
 - b. Present any additional evidence, witness testimony, or other information, including mitigating facts, that they would like to consider regarding the facts of the case or the recommended stay.
5. The student, parent/caregiver, and principal/designee have the opportunity to provide any closing comments.



After the Hearing

The Hearing Officer will provide written notice to the student and parent that includes:

1. The Hearing Officer's determination and the reasons therefore based on the findings of fact.
2. The type and duration of the suspension or assignment to the alternative school.
3. In the event of an appeal, the Hearing Officer's determination will remain in effect unless and until the Board makes a determination on the appeal.
4. The student may appeal the Hearing Officer's decision to the Senior Director of Student Services/the superintendent's designee. The last level of appeal is to the Board of Directors. The expulsion will remain in effect prior to any appeal hearing.



Penalty Reduction

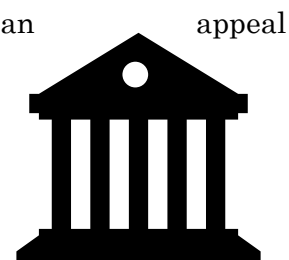
The Superintendent, Executive Director, Senior Director of Student Services, Student Hearing Officer, or Principal may at any time reduce the sanction imposed against a student. The reduction of the penalty does not affect the student's right to appeal the lesser penalty.



Out-of-School Suspension Appeal Procedure (10 days or less)

To appeal a short-term suspension, the parent/guardian must request an appeal with the principal within 48 hours of notification of the suspension. If after the appeal hearing with the principal and parent/caregiver you still wish to proceed with the appeal, you should contact the Office of Student Hearings to schedule an appeal hearing. The student will remain at the school pending the outcome of the appeal hearing.

The Student Hearing Officer's decision is final.



Out-of-School Suspensions for Elementary Students (K-5)

Schools may not use out-of-school suspensions or expulsions for a student in kindergarten through fifth grade, except in cases where the student's behavior:

1. You pose a physical risk to yourself or others.
2. Causing a serious disruption that cannot be addressed by other means.



NOTE:

BEFORE A PRIMARY STUDENT IS SUSPENDED, AN SBIT MEETING MUST BE HELD AND A REINSTATED INTERVENTION MUST BE CONDUCTED. STUDENTS classified as Special Education or 504 require an MDR and a data review conference.

GUIDE TO RESTORATIVE INTERVENTIONS

Introduction

Restorative interventions are part of a natural cycle of learning and self-correction. Helping children and youth successfully overcome academic, social, and emotional challenges is a shared obligation of parents/caregivers and school staff. Interventions are normalized by discussing "What will happen when..." with students ahead of time, so they can enter the restorative intervention process with goodwill and less resistance.

The complexity and duration of an intervention depend on the type and frequency of incidents and issues a student is struggling with.



Interventions for Repeated Behavior Violations

Addressing a specific behavior that has occurred repeatedly over a period of days or several weeks in classrooms or common areas with no observable improvement. An intervention will be implemented and the SBIT team will monitor progress over a period of no less than six weeks.

Interventions for Serious Conduct Violations

They require an immediate response to a specific behavior violation and often address incidents of fighting, intimidation, or harassment, or incidents where a student has seriously jeopardized safety and order in classrooms or common areas. After the intervention is implemented, an SBIT member will follow up with the students to assess whether the desired outcomes of the intervention were achieved.

Comprehensive Long-Term Interventions

They are most appropriate when students have accumulated multiple referrals linked to multiple behavioral violations or are experiencing multiple academic, behavioral, or attendance challenges, mental health issues, and/or family crisis. SBIT team members are likely to make an initial assessment of the student's situation. An SBIT team member will then meet with the student and family to explore the root causes of concerns and create a Student Success Plan that will be implemented and monitored for a minimum of six weeks.

Interventions are the logical follow-up step when a student experiences repeated difficulties after promotion and prevention strategies have been implemented (Basic), and when student behaviors have an adverse impact on the student and the classroom. For some students, interventions are implemented when behaviors become chronic and occur repeatedly over a period of days or a week or two with no observable changes.

Students will enter and participate more willingly in the restorative intervention process when they understand that predictable consequences and interventions are part of the natural learning cycle in the classroom. It is important to establish thresholds or red flags that drive the required interventions, so that the willingness of adults to intervene is front and center and allows students to know in advance what will be required of them when setbacks are noticed.

Behavioral and Academic Interventions

Below is a list of strategic academic and behavioral interventions that will help students (1) take responsibility for their words, actions, and learning; and (2) learn and practice target behaviors and identify action steps that will improve their behavior and academic performance in the classroom. The following list sets out a scope of possible interventions but is not exhaustive. Individualized interventions will be determined by designated or appropriate staff at the school and based on the student's individual circumstances.



Academic Training

Sessions provide time for individuals or small groups to engage in intensive practice of a specific target behavior or skill; participate in guided study time to prepare for assessments; to complete, review, or correct important work; or to relearn or begin learning a skill required to complete current learning tasks.

Academic Planning and Problem-Solving Conference

It offers students the opportunity to reflect on a series of questions, identify action steps that will help them learn a target behavior and become more successful, and agree on how to monitor progress (includes a follow-up call with a parent/caregiver).

Aggression Reduction Training

It involves a series of behavior training/replacement sessions with the goal of helping students manage anger, understand the impact of aggressive behaviors, and learn nonviolent responses to interpersonal conflicts.

Apologies

They are a written or verbal apology or an action apology (something the student will specifically do to make things right with the injured person).

Behavioral Training

It incorporates modeling, instruction, rehearsal, and side-by-side feedback to learn and practice a specific procedure, skill, or target behavior. Training a student to learn and use a target behavior involves four steps:

- a. Identify target behavior using the Learning and Life Competencies.
- b. Get the benefits of using the target behavior.
- c. The teacher and student brainstorm action steps to meet the target behavior.
- d. The teacher models the agreed-upon action steps and the student practices specific steps using different classroom scenarios. The teacher provides positive and corrective feedback.



Behavior Intervention Plan (BIP)

It is a document developed to address the individual behavioral needs of all students whose behavior interferes with their learning or the learning of others. The BIP should include positive behavioral intervention strategies and support.

Behavioral Problem Planning and Resolution Conference

It offers students the opportunity to reflect on a series of questions, identify action steps that will help them learn a target behavior and become more successful, and agree on how to monitor progress.



Social Skills Training/Behavior Replacement

Sessions are for individual students or a small group to learn, practice, and rehearse social skills and adopt a positive mindset that replaces unwanted behavior. Students explore a) the impact of their behavior; (b) a desired target behavior; c) the benefits of using replacement behaviors; and d) scenarios in which they practice target behaviors. Positive feedback is offered for small improvements in social behavior. This intervention is most often performed by a social worker, mental health professional, or student support specialist who has received specific training in this intervention.

Input/Output (CI/CO)

It occurs with a student support coach who communicates with a student several times during the week to set goals; share teacher feedback; assess progress; provide ongoing encouragement, training, and support; check-ins at the start and end of the day, etc.



Comprehensive Response to Bullying

It is facilitated by a trained staff member and offers a structured process for both the aggressor and the person attacked to address the incident(s), regularly log in, and evaluate progress.

Comprehensive Intervention Plan

is developed by SBIT team members to address multiple behavioral, academic, supportive, and/or mental health challenges.

SBIT

It may be convened at a teacher's request if a student's disruptive behavior continues to interfere with that student's academic performance of other students in the class and the teacher has requested assistance from the principal two or more times.

Crisis Counseling

It is an immediate response when a student experiences an event that triggers an emotional crisis or engages in self-destructive or dangerous behaviors that endanger their mental health.

Environmental, Physical, and Sensory Adaptations

They are adaptive strategies that will help a student fully access instruction and function successfully in the learning environment.

Functional Behavior Assessment (FBA)

Identify where, when, and the likely reasons why the behavior of interest occurs. This information can help complete the behavior intervention plan (BIP) that includes strategies to address the reasons why the behavior occurs and reduce unwanted behaviors that affect the student's access to learning. FBA is completed through a collaborative approach with the consent of the parent or caregiver.

Individual & Group Counseling

It is a responsive, goal-oriented service designed to meet the immediate needs and concerns of students. Individual and group counseling provides students with the opportunity to meet privately in a confidential setting to address a variety of personal, interpersonal, and behavioral challenges.

Intensive Crisis Management Plan (ICMP)

It is implemented when students are experiencing a sustained personal or family crisis that has become a critical barrier to functioning successfully in school.

Guardianship

It is an intervention provided to individual students or small groups that focuses on building a student's connection to the school through a relationship with an adult role or peer role model/mentor, and on strengthening specific target behaviors through shared conversations and activities.



Mobile Support

It is used to help calm a student's emotional distress or mediate interpersonal conflict so that students can re-engage in class. A member of the Student Support Team provides support in the classroom.

Parent/Caregiver Conference

It is a critical intervention when in-class strategies or interventions that address academic setbacks or persistent behavioral problems have not led to improved student outcomes. The purpose of the conference is to share the problem that motivated a problem-solving and planning conference with the student, discuss the plan the student and staff member have created, and invite the parent/caregiver to share their ideas for supporting their child. This conference is usually held over the phone between the teacher and the parent/caregiver. However, depending on the situation, it could be an in-person conference at the school that could also include the student and the school administrator.

Problem-Solving Circles

They are meant to help a group of students reflect on some of the challenges that arise in the class community or a situation within the class. Students use each other as resources to solve problems together. This Circle reinforces that students have the ability and agency, with guided support, to solve problems that arise in the classroom.

Progress Tracking

It involves ongoing assessment of a student's regular use of target behaviors or academic skills, their rate of improvement, and their responsiveness to intervention.

Classroom Problem-Solving Circle or SEL Skill Development Lesson

is facilitated by a member of the Student Support Team when the entire class is affected by an incident.



Re-entry Meeting

It is facilitated by an administrator/counselor and is used when students return from a long-term suspension, home instruction, hospitalization or residential treatment, juvenile detention centers, or incarceration.

Referral to an outside mental health agency or partner service

It is used for students with the highest level of need, who require more intensive, individualized interventions that are likely to last for an extended period.

Reset

is when a student meets briefly with a member of the Student Support Team or administrator with the expectation of returning to class ready to learn. Through guided support, reflection, and practice, the student is empowered to strengthen self-management competencies by identifying, expressing, and managing their emotions, exhibiting self-regulation, and demonstrating perseverance and resilience.

Restitution

It is the replacement of things that are damaged or activities that help repair the damage or clutter.

Restorative Conversations

Use a set of strategic, flexible questions with a designated teacher, administrator, student support team, or staff member to determine the root cause(s) of an interpersonal problem or conflict and agree on an action to make things right. They are an effective intervention when a student behaves in a way that affects their own learning, directly harms an individual or group, or when two or more students engage in interpersonal conflict.

Reflective questions may include:

- a. What happened?
- b. What were you thinking about at the time?
- c. What have you been thinking about since then?
- d. Who has been affected by what you've done and how?
- e. How did your actions/words make X feel? Or how did their actions/words affect/impact the class?
- f. How do you feel now?
- g. What do you need to do to get things right?
- h. Thank you so much for really listening. You took responsibility for X. I thank X.
- i. Is there anything I can do to support you?

Restorative Group Conferences for High-Impact Incidents

Include students or people who have been harmed by the incident, and sometimes parents or adult allies who can share their views, reflect on the impact of student behavior, and agree on a resolution that will repair relationships, repair the harm, and restore the students' well-being. Stand up.

Root Cause Analysis

It is a process of identifying the underlying cause or causes of a recurring problem by using progressively more specific questions to uncover the source of the behavior.

Special Education Teachers

They are the primary contact with the parent/caregiver and are responsible for sharing necessary accommodations under the IEP with any staff members working with the student. In addition, they are often responsible for providing direct intervention to students in their caseload.

Student Observation and Consultation

is a request from a teacher for an SBIT Team member to observe a student in the classroom for 30 to 60 minutes and then share the observations and potential success strategies with the teacher.

Student-Student Mediation

is facilitated by trained mediators (e.g., administrator, a member of the Student Support Team, students). The goal of mediation is for the people involved in the conflict to constructively resolve differences in a way that resolves the problem and preserves the relationship. This process is voluntary. Participants agree that mediators will facilitate a process in which a mutual solution and agreement is reached. Mediators do not offer solutions or advice. The role of the mediator is to encourage problem-solving among the participants so that they are able to generate their own solutions.



Teacher-student mediation

It is an automatic intervention when a teacher has submitted at least three references for the same student. The teacher and student can overcome past conflicts and resentments to build a better relationship. They can then take actions that will support improved student performance in the classroom. These conferences are facilitated by trained mediators (e.g., administrator, student support staff) and require a prior meeting with the teacher.

TEMPORARY WITHDRAWAL & EXCLUSION

INTRODUCTION

Student removal/exclusion involves the temporary removal of students from their regular academic program or from a public space. While exclusion should be used for more serious offenses, temporary or longer exclusion periods may be necessary to promote the safety of other students and maintain a safe and orderly educational environment. Student removal/exclusion may be an appropriate responsible consequence when students:

1. Experiencing temporary emotional distress
2. Experiencing sustained and more intense emotional distress.
3. Engaging in pervasive inappropriate or unacceptable behaviors within a single period that have an adverse impact on their own learning and classroom culture.
4. Committing chronic rule violations over time after early intervention and support have been provided.
5. Engaging in misconduct in common areas that compromises safety and order.
6. Engage in aggressive, dangerous, or destructive behavior that threatens or causes physical and/or emotional harm and/or seriously endangers safety and order.

Responsible exclusionary consequences, from a brief out-of-class period to several days out of school, carry risks and costs. Exclusion should be minimized and used only when justified. Risks to students include loss of instructional time; students' feelings of anger, resentment, alienation, humiliation, and shame; decreased academic performance; increased attendance issues; and participation in high-risk activities during unsupervised time outside of school. Exclusion often affects students of color, students with disabilities, and English learners disproportionately. Risks of exclusion can be mitigated through timely restorative interventions, responsible consequences, and a thoughtful re-entry plan.

OBJECTIVES

The primary goals of student removal and temporary exclusion are:

- I. Remove the student immediately from the situation or after a series of incidents to support the development of target behaviors and mindsets in service of academic achievement, good behavior, and the development of healthy relationships.
- II. Ensure that safety, order and calm are restored when violent, dangerous or anti-social behavior severely disrupts a learning environment or public space.
- III. Conduct investigations of allegations of student misconduct and as required under state or federal law.

HOW DO YOU EXPERIENCE THE TEMPORARY WITHDRAWAL AND EXCLUSION OF STUDENTS WITHIN A RESPONSIBLE, RESTORATIVE, AND EQUITABLE SCHOOL CULTURE?

Responsible

Temporary removal provides the time, space, and guidance to recognize and account for one's behavior/actions, discuss what happened, and consider the impact of the behaviors on others.

Restorative

Temporary removal can provide the time for restorative conversations, planning and behavioral problem-solving conferences, student-student and teacher mediations, and/or restorative group conferences, which allow students to repair relationships, develop new skills, and restore their good reputation. .

Equitable/Fair

Significant differences in academic and behavioral outcomes between groups of students are reduced when:

1. The conditions for each type of temporary removal are clear, proportionate to the conduct violation, and standardized across the district.
2. Interventions aligned with temporary removal are standardized, yet personalized, to meet each student's language and developmental needs.
3. The process and protocols for withdrawing students are implemented with care, dignity, and cultural sensitivity.

DETENTION

Detention is the supervised detention of students during the school day or after school. The main objectives of detention are:

- 1. Increase students' self-awareness/reflection, self-management, and social skills.**
- 2. Help students understand the impact of their behavior, review rules, and set goals to improve behavior and restore relationships.**

DETENTION PROCESS

- 1. Administrative or school staff may assign detention to students who commit Level 2 violations.**
- 2. There are two types of detention: Administrative Detention and Teacher Detention.**
- 3. Teachers or administrators assigning a detention must submit a behavior reference.**
- 4. Teachers who assign a detention are responsible for supervising the detention of their student(s). Teachers must notify the parent/caregiver and give them at least 24 hours' notice for the after-school detention to accommodate their schedules.**
- 5. Administrative detentions for more serious Level 2 consequences take place on consistent days and times and in the same location and are supervised by an administrator or skilled school staff member who is trained to facilitate detention. To accommodate scheduling, administrators must give the parent/guardian at least 24 hours' notice of the detention.**
- 6. While in detention, the designated detention administrator, teacher, or supervisor engages in a brief restorative conversation with students and provides opportunities for self-correction, role-playing, and social and emotional skill development.**

IMMEDIATE REMOVAL OF THE STUDENT FROM CLASS OR OTHER LOCATION

Staff are expected to use Level (Basic) prevention strategies before requesting removal. Examples of types of behaviors by which an administrator, dean, or other designee may remove a student from the classroom include:

- Verbal threats, physical postures, and aggression to self or others.
- Destruction of property that has the potential to harm oneself or others.
- Language that is profane, vulgar, or harassing in tone or choice of words directed at staff or students (race, disability, gender, sexual orientation).

STUDENT WITHDRAWAL PROCESS

1. The teacher alerts the school administration that the student must be removed from the classroom.
2. The teacher informs the administration of the reason for the removal.
3. The administrator, dean, or other designee removes the student from the class.
4. The student is withdrawn for a minimum of 30 minutes.
5. The teacher will write the office discipline reference and send it to the office.
6. An administrator or dean will determine the disciplinary action steps to take.
7. An administrator or dean will determine the disciplinary action steps to take.

SUSPENSIONS

When considering in-school suspension (ISS) or out-of-school suspension (OSS) after removing the student from the classroom or elsewhere for a specific conduct violation or after submitting multiple referrals, the principal/designee shall:

1. Notify the student and parent/caregiver of a possible suspension.
2. Investigate the incident.
3. Conduct a meeting with the parent/caregiver, in person or over the phone. If possible, before imposing any suspension. A written notice: The Discipline Notification Letter will be sent home to the Parent/Caregiver for any suspension.

Each time a student is removed from school and/or regular classroom activities, due to the student's behavior for disciplinary reasons, prior to the end of the school day, it counts as a day of withdrawal/suspension. If a student who has been identified with a disability and receives special education services is sent home before the end of the day, that day must be counted toward the initial cumulative 10 days of suspension.

A student may not be suspended until the Director/Designee has held an informal meeting giving the student an opportunity to dispute the charges and/or explain the circumstances of the incident.

All oral and written notices regarding suspensions must be provided in English and the primary native language of the home. If languages other than English are primary, other means of communication should be used where appropriate.

All oral and written notices regarding suspensions must be provided in English and the primary native language of the household, if not English, or other means of communication where applicable.

NON-SUSPENSION

If, after conducting a due process investigation and informal meetings with the student, the principal/designee determines that a suspension is not warranted, the student may return to regular classes. The informal meeting may include recommended follow-up strategies and interventions that will help the student return to class successfully.

SUSPENSION AT SCHOOL (ISS) (NOT TO EXCEED 1-2 DAYS) LEVEL 3 BEHAVIOR VIOLATION

ISS provides the time, space, and guidance to take on and account for one's behavior/actions that create barriers to learning and have an adverse impact on the classroom and school community. It is also an alternative learning environment that provides time for reflection, completion of teacher-assigned work, and delivery of restorative interventions by designated or appropriate staff. Students and staff are responsible for engaging in restorative action to repair the damage and correct it.

ISS allows the school to:

- a. Provide some distance from the student so that individuals and the community have time to recover and prepare for the student's supportive return.

- b. Facilitate restorative interventions such as counseling, coaching, problem-solving, and/or behavior replacement sessions during the school day.

In-School Suspension and Restoration (ISS)

1-2 consecutive days for Level 3 conduct violations

Interests and Considerations

1-2 days is enough for students to receive integrated interventions during the school day that will support a successful re-entry into learning environment.

Action Steps

A single incident or a backlog of referrals may result in an assignment to ISS.

1. The principal/designee conducts an investigation of the incident by speaking with the student and others who were involved or affected by the incident to gather all relevant facts.
2. The principal/designee informs the student of the substance of the offense and gives the student an opportunity to dispute or explain the circumstances.
3. The principal/designee informs the parent/caregiver of the content and severity of conduct violations and any injury or destruction of property that has occurred; and meets with the parent/caregiver, if requested, either by phone the same day or in person as soon as possible.
4. If the principal/designee imposes an ISS, the principal/designee provides written notice to the parent/caregiver.
5. The student serves ISS for the allotted number of days and participates in an integrated intervention during the school day.
6. Closing the loop: Follow-up actions may include a restorative conversation with an adult who sent the referral, an email to the teaching team, a phone call/email to the parent/caregiver, a meeting with a student support staff to designate a time slot to engage in progress tracking.

OUT-OF-SCHOOL SUSPENSION

Out-of-school suspension (OSS) is considered a very serious consequence. It points out the severity of the violation, communicates the urgent need for the student to change inappropriate and unacceptable behaviors, and becomes part of the student's school record. Exclusion from the school community for a limited number of days may provide some distance from the student for those affected by the incident and restore order to the school environment. It also allows time for the suspended student to reflect on the impact of their behavior, receive targeted restorative interventions, and participate in a supportive re-entry protocol upon returning to school. Exclusion should be minimized and used only when justified.



SHORT-TERM SUSPENSION

1-5 Days

Students who commit Level 4 offenses or repeat Level 2 or 3 offenses may be suspended for a short period of up to five days.

Interests and Considerations

Limiting the duration of OSS encourages students to recover more quickly from lost instructional time and re-engage in the school community. Suspensions of more than five days have an exponentially negative impact on student performance to receive integrated interventions during school day that will support a successful re-entry into the learning environment.

Action Steps

1. The principal/designee conducts an investigation of the incident by speaking with the student and others who were involved or affected by the incident to gather all relevant facts, including giving the student an opportunity to dispute or explain the circumstances.
2. The principal/designee informs the student and parent/caregiver of the content and severity of the conduct violation and any injury or destruction of property that has occurred; alerts parents/caregivers to the recommended number of days for out-of-school suspension; The parent/caregiver is notified by phone and in writing. The communication may inform the parent that he/she may request a meeting with an administrator to discuss the reasons for the suspension, actions taken prior to the suspension, assigned interventions, and return from suspension.
3. The principal/designee conducts the meeting with the parent/caregiver, if requested, the student, and anyone else who is present to share critical information or provide support to the student.
4. If the investigation results in the assignment of 1-5 days of out-of-school suspension, the principal/designee completes the discipline notification letter and notifies the parent/guardian in writing as soon as possible.
5. The student serves out-of-school suspension for the allotted number of days. The student has the opportunity to make up homework and schoolwork to continue academic progress. The student is not permitted to be on school property or participate in any school functions during the Assigned Suspension, with the exception of scheduled restorative interventions and re-entry planning.
6. A re-entry conference and contract are required after out-of-school suspension assignment.
7. Close the loop: Follow-up actions can include any of the following: a phone call or in-person meeting with parents/caregivers to strategize about next steps; an intervention provided by a member of the Student Support Team; and a progress tracking plan.

SHORT-TERM SUSPENSION

6-10 Days

Students who engage in Level 5 behavioral violations may be assigned a 5-day suspension with a request for suspension of up to ten (10) days. If a director wishes to recommend a suspension of more than 5 days but not to exceed ten days, a mandatory SBIT meeting is

required. If the parent/caregiver appeals this 6–10-day suspension, the Student Hearing Officer will file an appeal to make a final judgment.

Interests and Considerations

Assignment of a 6-10 Suspension is only used for serious or violent violations that have a profoundly negative impact on the classroom/school community. Extended exclusion from the school community has a lasting impact on the student's social and emotional well-being and the student's attachment to school. The student in this situation may find it extremely difficult to make up for missed learning.

Action Steps

A single incident may result in an assignment of 6-10 Days Out-of-School Suspension:

1. The principal/designee conducts an investigation by speaking with the student and others who were involved or impacted by the incident, in order to gather all relevant facts.
2. The principal/designee completes the investigation and makes a request to the school site SBIT Team with a request for a 6–10-day suspension if appropriate.
3. If a parent/caregiver appeals the 6–10-day SBIT Team ruling, they may appeal to the LRSD Student Hearing Officer for a final ruling on the suspension. This decision is final; there is no additional level of appeal.

LONG-TERM SUSPENSION

More than 10 Days

Students who engage in Level 5 or 6 behavioral violations may be assigned a 5-day suspension with a request for a Long-Term Suspension of more than ten (10) days, an assignment to an alternative school, or expulsion. If a principal wishes to recommend any of the above, the principal must notify the hearing office and schedule a hearing with the Student Hearing Officer.

Interests and Considerations

Except for suspensions involving possession of firearms or explosives, no student may be assigned to an alternative school for more than 90 school days in a school year, beginning with the first day that the student is removed from school. A student who has been suspended for more than 10 days for a single violation shall be provided a hearing with the Student Hearing Officer prior to the implementation of the long-term suspension or assignment to alternative school. The student and/or Parent/Caregiver shall have a further right to appeal the decision of the Hearing Officer to the Board of Directors, to receive embedded interventions during the school day that will support a successful re-entry to the learning environment

Action Steps

A single incident may result in an assignment of OSS for more than 10 days, assignment to an alternative school, or expulsion:

1. The principal/designee completes an investigation of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts.
2. The principal/designee conducts the meeting with the parent/caregiver, the student, and any others who are present to share critical information or provide support for the student, including giving the student the opportunity to dispute or explain the circumstances.
3. The principal/designee consults with the Superintendent/designee regarding the investigation, contributing factors and potential discipline.
4. Once the investigation is complete, the principal/designee completes and sends the Discipline Notification Letter and relevant recommendation to the parent/caregiver.
5. The principal/designee schedules the Student Discipline Hearing with the Hearing Officer (ideally within the suspension timeframe) and sends the date, time, and meeting location to the Parent/caregiver. All investigative documentation must be submitted to the Student Hearing Officer, including the student completion of a reflection report; summary of evidence including a description of the behavior violation: an incident report, witness statements, video photographs, and any other relevant materials or testimony; a suspension letter is sent to the parent; recommended interventions during or after suspension.
6. The Student Hearing Officer determines whether the student committed the alleged behavior violation and/or whether the recommended consequence is appropriate. If the Student Hearing Officer denies the request for long-term suspension or alternative school assignment, the student returns to school after the initial short-term suspension and participates in a re-entry conference and other follow-up

supports.

7. The student begins serving the first five days of the recommended long-term suspension while awaiting the Student Discipline Hearing. The student is provided an opportunity to make up assignments and schoolwork in order to continue academic progress.
8. A student suspended for more than 10 days may be provided the opportunity to receive education through the alternative education services.
9. The student is not permitted to be on school property or to take part in any school function during the assigned Suspension.
10. Re-entry meeting required with an administrator.
11. Follow-up actions may include any of the following: a parent/caregiver phone call or in-person to strategize about next steps; student, and parent/caregiver; an intervention delivered by a Student Support Team member; and a progress monitoring plan.



MATRIX OF BEHAVIORAL VIOLATIONS

The Matrix on the following pages describes specific violations and their associated levels or response. See the Levels of Responsible Consequences and Restorative Interventions table for descriptions of the six levels, as well as the range of responsible consequences and aligned restorative interventions associated with each level. Repeated incidents of the same violation can warrant the next level of consequences.

Discipline for some violations is modified for K-5 students and students under IDEA and Section 504.

ACADEMIC DISHONESTY

Behavior Violation	Level	Notes
Plagiarism	1	Representing others' words or ideas as one's own. Student may be subject to receiving no credit, partial credit, or alternative assignment
Cheating	2	Producing academic work through dishonesty or deceit. Students may be subject to receiving no credit, partial credit, or alternative assignment
Altering or falsifying records or signatures	2	
Assisting another student in any act of academic dishonest	2	
Academic dishonesty that is persistent or involves other students	3	The incident has an impact on the community

Inappropriate use of technology	2, 3	
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PHYSICAL AGGRESSION DIRECTED TOWARD ADULTS

Behavior Violation	Level	Notes
Minor physical aggression	2, 3	Children's anger or frustration that presents itself through hitting or grabbing and accidental touching of an adult when students are separated by adults during a physical fight.
Physical intimidation/threats	3, 4	Threatening with gestures or body language. The intensity of the threat needs to be considered when assigning the level.
Physical assault*	5, 6	Violent assault causing bodily injury, may include the use of weapons.

VERBAL AGGRESSION DIRECTED TOWARD ADULTS

Behavior Violation	Level	Notes
Persistent, hostile, oppositional, confrontational refusal to comply with directions and requests	1, 2	
Cursing, swearing, insulting, defaming, vulgar or abusive language	1, 2, 3	

Verbal or written threats	3, 4	The intensity of the threat will be considered when assigning the level. Written threats on paper, on school property, or in notes, texts, emails, posts, or other electronic mechanisms that create a substantial disruption to the school environment
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PHYSICAL AGGRESSION DIRECTED TOWARD STUDENTS

Behavior Violation	Level	Notes
Unwanted, non-sexual contact/touching	2, 3, 4	Level 3 if persistent
Physical intimidation/threats	3, 4	Threatening with a gesture or body language an individual or group
Throwing objects that cause intentional bodily harm	4, 5	
Fighting involving two students with no injury*	3, 4	Both students involved in pushing, shoving, hitting, scratching, kicking, punching. Application of reasonable force in self-defense should be a consideration as to the severity of the offense
Fighting involving two students with injury that requires medical attention from staff or physician*	4, 5	

Affray	4, 5	Causes administration to initiate emergency procedures, which requires school administration to implement Crisis Response procedures
Minor physical aggression	2, 3	Incidents of rough play, throwing objects at, shoving, poking or pushing another person that does not result in injury.
Major physical aggression*	4, 5	One person engages in grabbing, biting, spitting on, hitting, kicking, punching, or physically intimidating another person. A student should avoid a fight by walking away from a threatened conflict and reporting the other student's actions to a teacher or other school employee. A student may, in a defensive manner, restrain the other student or block punches, kicks, etc., but if the student retaliates by kicking, hitting, striking, etc. the other student, that action is also considered fighting.
Physical assault causing bodily injury*	5, 6	May include the use of weapons. Police notification required.
Physical assault not causing bodily injury*	3, 4	

VERBAL AGGRESSION DIRECTED TOWARDS STUDENTS

Behavior Violation	Level	Notes
Cursing, swearing, insulting, defaming, vulgar or abusive language	1, 2	
Verbal or written threats	2, 3, 4	The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property or in notes, texts, email, posts, or through other electronic means that cause a disruption in the school environment.

GANG-RELATED ACTIVITY

Behavior Violation	Level	Notes
Display of affiliation with a gang without actual threat or act of violence	3, 4	Student uses gestures, dress, and/or speech to display affiliation with a gang
Gang activity with actual threat or act of violence*	4, 5, 6	

ARSON

Behavior Violation	Level	Notes
Starting a fire with no destruction of property	5, 6	Report to Fire Marshall
Starting a fire with destruction of property	5, 6	Report to Fire Marshall

SEXUAL MISCONDUCT

Behavior Violation	Level	Notes
Consensual sexual contact between students	3, 4	Physical contact between two or more students, including but not limited to intimate touching or fondling at school or a school-sponsored activity
Sexual Harassment	5	
Sexual Assault	3, 4	
Sexual battery not involving rape or sexual assault	6	
Rape	6	
Taking indecent liberties with a minor	6	

BUS MISCONDUCT

Behavior Violation	Level	Notes
Not following bus safety expectations	2, 3	Includes standing up while the bus is moving, changing seats, throwing objects out of window, excessive play fighting, excessive noise, pushing, and shoving. Bus misconduct will be referred to school site administrator or designee.
Fighting*	3, 4	Bus misconduct will be referred to school site administrator or designee.
Bullying or harassment	3, 4	Bus misconduct will be referred to school site administrator or designee.

POSSESSION OF INAPPROPRIATE ITEMS

Behavior Violation	Level	Notes
Pornographic or otherwise obscene print, illustrations, or electronic images	4, 5	Includes video or media posts of sexual acts or child pornography, across all media platforms
Sale, possession, solicitation, or distribution of non-LRSD sanctioned items, goods, or services	4, 5	Includes piercing or tattoo equipment. No solicitation or commercial activity is permitted on LRSD property.

PROPERTY DAMAGE

Behavior Violation	Level	Notes
Intentionally damaging or destroying another's property	3, 4	Frequency and severity must be considered in assigning levels. May require restitution. Police notification required if damage exceeds \$1,000
Intentionally damaging or destroying school property	3, 4	Frequency and severity must be considered in assigning levels. May require restitution. Police notification required if damage exceeds \$1,000

FALSE ACTIVATION AND THREATS

Behavior Violation	Level	Notes
Pulling the fire alarm	4, 5, 6	Police notification required
Making false bomb report or perpetuating a bomb hoax	5, 6	These offenses typically cause a substantial disruption to the educational environment, interrupt the learning of students, and invoke a large community response. Police notification required.
Communicating a terroristic threat, threat of mass violence, or perpetuating a terroristic hoax	5, 6	These offenses typically cause a substantial disruption to the educational environment, interrupt the learning of students, and invoke a large community response. Police notification required.

Tampering with or discharging a fire extinguisher	5, 6	Police notification required
Tampering with or opening AED vboxes	5, 6	Police notification required

BULLYING, HARASSMENT, AND BIAS-RELATED INCIDENTS
(HIB Process Required)

Behavior Violation	Level	Notes
Hurtful teasing or name-calling: non-bias-related	2, 3	Any words, actions, or conduct that meets the definitions of bullying – whether conveyed verbally or via email, text, online chats, posts, or other electronic media.
Hurtful teasing or name-calling: bias-related	3, 4	Conduct or verbal threats, intimidation, or abuse – including posting or publishing video, audio recordings or pictures, that create a hostile environment
Bullying -- verbal or physical behaviors targeting an individual	3, 4	Includes repetitive incidents and an imbalance of power without evidence of bias
Bullying – incidents that cause serious emotional or physical harm to the person targeted or severe damage to a person’s name and reputation	4, 5	Serious harm includes sustained emotional distress or a sustained negative impact on the student and/or their experience at school.

Cyberbullying and Video Voyeurism Unlawful use of a camera, video tape, photo-optical, photoelectric, or any image-capturing device, for the purpose of recording without consent	3, 4, 5	Bullying via email, text, post, tweet, chat, social media, or any other form of electronic communication including incidents originating on a home device that causes disruption of the school environment. Includes recording or sharing videos of fights, violent or sexually explicit acts, or other Code of Conduct violations that occur on campus.
Harassment (non-sexual) Includes targeting an individual or group based on actual or perceived disability, ethnicity, gender, national origin, race, religion, weight, or sexual or gender identity	4, 5	Includes conduct or verbal threats, intimidation, or abuse including posting or publishing video, audio recordings, or pictures that create a hostile environment
Discriminatory Behavior	4, 5	Demonstration of overt racial discrimination towards individuals or groups, or demonstrates overt favoritism/privileging.

ATTENDANCE

(Multiple violations may warrant Level 3 Consequences but do not include OSS)

Behavior Violation	Level	Notes
Tardy (Late Arrival)	1, 2	The frequency of incidents needs to be considered when assigning levels
Tardy during school day	1, 2	The frequency of incidents needs to be considered when assigning levels

Cutting class	1, 2	The frequency of incidents needs to be considered when assigning levels
Skipping school	1, 2	The frequency of incidents needs to be considered when assigning levels
Leaving school without permission	1, 2	The frequency of incidents needs to be considered when assigning levels
Leaving class without permission	1, 2	The frequency of incidents needs to be considered when assigning levels
Presence in an unauthorized area	1, 2	The frequency of incidents needs to be considered when assigning levels
Unexcused absences	1, 2	The frequency of incidents needs to be considered when assigning levels

CLASSROOM VIOLATIONS

Behavior Violation	Level	Notes
Procedural violation	1	Does not bring necessary materials to class, manage classroom materials, or complete assigned work
Non-cooperation and non-participation	1, 2	Non-participation in learning activities, initiating or joining conversations with another student, playing or goofing around, not working cooperatively with others

Minor impulse control, self-management, or personal distress	1, 2	Distracting or disruptive movement or noise; interrupting or blurting out inappropriate comments; persistent complaining; inability to work silently without bothering others; inability to manage confusion, frustration, or anger effectively; persistent attention-seeking behaviors.
Major impulse control, self-management, or personal distress	2, 3	Deliberate use of negative speech that sabotages the group. Out-of-control emotions and behaviors.

MISBEHAVIOR IN COMMON AREAS

Behavior Violation	Level	Notes
Running, excessive noise, play fighting, loitering	1, 2	Frequency of incident needs to be considered when assigning level.
Unauthorized hall-walking	1, 2	Frequency of incident needs to be considered when assigning level.
Obstructing movement in common areas	1, 2	Frequency of incident needs to be considered when assigning level.
Obstructing vehicular traffic	2, 3	Frequency of incident needs to be considered when assigning level.
Inciting or participating in a disturbance that disrupts normal operation of the school	3, 4	Frequency of incident needs to be considered when assigning level.

EXTORTION

Behavior Violation	Level	Notes
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm	4, 5	

THEFT

Behavior Violation	Level	Notes
Minor Theft	3, 4	Less than \$1,000
Major theft	4, 5	More than \$1,000 Police notification required
Robbery with a weapon	6	Police notification required

DRESS CODE VIOLATIONS

Behavior Violation	Level	Notes
Dress code violation	1, 2, 3	Frequency of the incident needs to be considered when assigning level.

WEAPONS VIOLATIONS

Behavior Violation	Level	Notes
Verbal or written threat involving weapons against school community	5, 6	Police report required.
Possession of a weapon, excluding firearms and explosives, <u>without</u> intent to use or risk of harm	5	Including sharp or otherwise dangerous objects or substances, for example: knife, razor blade, brass knuckles, mace/pepper spray used as a weapon, or a BB gun/pellet gun.
Possession of a weapon, excluding firearms and explosives, <u>with</u> intent to use or risk of harm	6	Including sharp or otherwise dangerous objects or substances, for example: knife, razor blade, brass knuckles, mace/pepper spray used as a weapon, or a BB gun/pellet gun.
Possession of a firearm or explosive device	6	Including (but not limited to): handgun, shotgun, rifle, starter gun, or flare gun
Assault involving the use of a weapon	6	Police report required
Possession, sale, distribution, or detonation of an incendiary or explosive device, firearm component, or ammunition	6	Examples: bomb, grenade, rocket, missile, cartridge cases, primers, propellant powder, bullets or projectiles. Police report required.
Robbery with a weapon	6	Police report required.

UNAUTHORIZED BEHAVIORS

Behavior Violation	Level	Notes
Disorderly Conduct	3, 4	
Trespassing	6	
Felonies	6	The act of committing a felony not already referenced in this handbook on a school campus, a school bus, at a school-sponsored or school-affiliated activity, or a felonious act committed in the community that substantially disrupts or has the potential to disrupt the school environment.

UNAUTHORIZED SUBSTANCES

In conjunction with any consequence for a first-time drug-related offense, every student must be offered drug/alcohol intervention provided by contracted service.

Behavior Violation	Level	Notes
Being under the influence of illegal or controlled substances	3, 4	Mandatory 2-Day Suspension and enrollment in drug/alcohol class in Wellness Center at LRCH
Possession of drugs or nicotine	3, 4	Includes vaping devices and e-cigarettes
Possession of drug or nicotine paraphernalia	3, 4	Includes empty vaping devices

Possession of controlled substances	4, 5, 6	
Use of controlled substances (e.g. CBD, vapes, or alcohol)	4, 5	Mandatory 2-Day Suspension and enrollment in drug/alcohol class in Wellness Center at LRCH
Use of illegal substances (e.g., marijuana, cocaine)	4, 5	Mandatory 2-Day Suspension and enrollment in drug/alcohol class in Wellness Center at LRCH
Use or distribution of counterfeit drugs	4, 5, 6	
Distribution or sale of illegal or controlled substances	5, 6	

GAMBLING

Behavior Violation	Level	Notes
Engaging in any form of games of chance or betting for money or objects of value	2, 3	

***A parent conference with an administrator is required before reentry after a suspension due to fighting**

OTHER TOPICS OF INTEREST



[Residency & Entry Requirements](#) -- click [HERE](#)

Compulsory Attendance Requirements

Residency Requirements

Entry Requirements



[Student Assignments](#) – click [HERE](#)

Student Transfers

School Choice

Homeschooling

Foster Children

Homeless Students



[Special Ed. and Students with Disabilities](#) – click [HERE](#)

Programming

Least Restrictive Environment

Disciplining Students

with Disabilities Special Health Care Needs

Specialized Transportation



[General Information](#) – click [HERE](#)

Advance Payment for Food Service

Campus Closed

Visiting Students Contact

with Students While in School

Transportation Expectations and Eligibility

Student Vehicles



[Absenteeism](#) – click [HERE](#)

Absences

Tardiness Policy

Make-Up Work

Permanent Records



[Student Media](#) – click [HERE](#)

Student Publications & Distribution
Student Records Privacy
Cell Phones & Other Electronic Devices
Internet & Electronic Device Security Student
Dress Code & ID Cards



[Equal Opportunity and Grievance Procedures](#) – click [HERE](#)

Non-Discrimination and Harassment Policy
Parent/Student Grievance Procedures
Search, seizure and interrogations
National Anthem
Pledge of Allegiance, Moment of Silence



[Health & Wellness](#) – click [HERE](#)

Immunizations
Temporary Admission
School Exclusion
Student Medications Physicals
or Screening
Communicable Diseases & Parasites
Mental Health & Counseling Services



[Curriculum](#) – click [HERE](#)

K-12 Virtual Learning Academy
Inclement Weather Alternative Learning (AMI)
Promotion, Acceleration, Retention
Student Success Plan
Graduation
Delivery Diploma Textbooks



[Extracurricular Activities](#) – click [HERE](#)

Extracurricular Activities for Secondary Schools
Extracurricular Eligibility for Home School
Discipline
Athletics/Cheering/Drill and Pep Club



[School, Home, Community](#) – click [HERE](#)

Communication Goals
School Support Organizations
Complaints
Fundraising