

Discipline Code

SCHOOL-WIDE DISCIPLINE

CACPCS strives to produce highly motivated and excited scholars who can read, write, communicate, compute, express themselves artistically, use technology, think analytically and critically and conduct themselves morally and ethically with a strong sense of self. Scholars are expected to behave up to our high standards every day, in school, on the bus, during recess, on field trips and in the neighborhood. It is expected that every scholar will behave in a respectful and orderly way when in school or on the school grounds.

School Wide Discipline and Parent Partnership

CACPCS is a place for learning. Only behaviors that contribute to each scholar's learning will be accepted. The tone and climate of the school is expected to be peaceful at all times. All conflicts or disagreements must be resolved without force or violence. Scholars are expected to engage the help of an adult in the building if they are having difficulty; they are not expected to take matters into their own hands. We have high expectations for behavior, and parents and guardians are expected to be partners with the school in this endeavor.

CACPCS Scholars are expected to:

- Attend school regularly and be on time. Scholars must make every effort to strive for excellence.
- Come to school prepared and ready to learn.
- Take care of all school materials, equipment, supplies, and books.
- Behave in a manner that creates a safe learning environment and which does not violate other scholars' right to learn and teachers' right to teach.
- Be polite, courteous, and respectful towards others regardless of age, race, creed, color, gender, religion, national origin, physical disabilities, and refrain from making comments or slurs on any of the above items.
- Behave in a polite cooperative and respectful manner toward scholars, parents, teachers, and other school staff.
- Resolve conflicts and problems peacefully.
- Use appropriate language at all times.
- Bring to school only those personal possessions that are safe and do not interfere with the educational process of others.
- Make choices that show leadership and set a positive example for others.

If there's a problem, we encourage you to call us. Let's work together to solve it. Please ask clarifying questions to learn all the facts instead of jumping to conclusions. We put all of our resources into classroom instruction. The Principal and the Deans are in the classrooms during the day and are rarely sitting at their desks ready to answer the phones. If we are not by the phone, please leave a message. We will get back to you within 24 hours.

Our Discipline Philosophy

Our approach to discipline is strictly designed to support learning and the healthy social and emotional development of our scholars. At CACPCS, we believe in fostering in each scholar a sense of pride and hope. Each scholar is able to count on all staff members to build relationships with them that will allow them to grow in many ways, including but not limited to, exploring their own decisions and making choices, as well as recognizing the consequences of their choices therefore, reinforcing our problem-solving approach.

CACPCS aims for all of our scholars to show improved social and emotional awareness and to understand the impact of their actions on themselves and others. Using all of our resources, all staff will model and meet our scholars' needs through communication, prosocial behavior, engagement in learning, etc. Scholars are expected to demonstrate respect, safety, and responsibility in every aspect of school life. Our Core Values were created to produce highly motivated and excited scholars who will conduct themselves with a strong sense of self, morally and ethically, and will behave up to our standards every day; in school, on the bus, in the yard, in field trips and in the neighborhood.

The following are elements of our school-wide approach to discipline:

- **Restorative Discipline:** A whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Restorative Discipline focuses on the harms, needs and causes of student behavior, not just the breaking of rules and dispensing of punishment. Restorative Discipline takes time. It is dialogue-driven and rests on the steady establishing and deepening of relationships.
- **Restorative practices:** The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things WITH them, rather than TO them or FOR them. Restorative practices involve reflection, repairing harm and dialogue.
- **Ladder of Responses:** A classroom tool used to provide scholars with a visual map of behavior expectations and responses to both appropriate and inappropriate behavior.
- **Logical Consequences:** Scholars respond best when the actions of adults are consistent, direct, and fair. Our actions must match our words.
- **Crisis Prevention and Intervention:** Our entire staff is trained to understand scholar behaviors and how to identify the responses most appropriate to prevent the escalation of situations and de-escalate crisis situations.

- **Discipline Code:** The code provides a clear hierarchy of responses to scholar infractions. Some responses will be teacher-led while other responses will be Dean-led. Restorative reflections, detention, Scholar Success Planning (including parents as our partners) in-school and out-of-school suspensions and expulsion.

The 2024-25 Discipline Code is included in its entirety in the Appendix of this handbook.

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the School's grievance policy.

Procedures and Due Process for Long Term Suspension

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated

to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees, the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Head of School will handle any investigation, hearing and determination.

Firearm Violations

Federal and New York law require the suspension from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act (as amended) (20 U.S. C. § 7961). "Firearm," as used in this law means a "firearm," or "destructive device" as defined by 18 USC § 921(a), and includes firearms and explosives. (New York Education Law § 3214 effectuates this federal law.) The following are included within this definition: (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any weapon described above; (d) any firearm muffler or firearm silencer; (e) any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four (4) ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device; (f) any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (g) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. The term "destructive device" shall not include any device which is

neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique.

The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen (16) years of age or older or a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Special Education Provision: The provisions of the Gun-Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student's behavior was not a manifestation of the student's disability, regarding placement and services for such student.

Provision of Instruction During Removal

CACPCS will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school, for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations at the school's discretion: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the NY Education Law and the federal Every Student Succeeds Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

A student who does not attend alternative instruction shall be marked absent. If the school does not offer alternative instruction, the student shall not be marked absent.

Discipline Policy for Students with Disabilities

In addition to the discipline procedures applicable to all students, the school shall implement the following disciplinary policy procedures with respect to students with disabilities and students regarded as having disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR § 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The school shall comply with sections 300.530- 300.536 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the school's discipline code and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's parent(s)/guardian(s) in addition to those set forth in the regular education discipline code. In addition, the school must provide alternative education to the student during the suspension as set forth below, which may include any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the IEP and or BIP.

If a student identified as having a disability is suspended during the course of the school year for total of eight (8) days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of

suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven (7) days of notification of any of the following: (1) the commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) the commission of any infraction resulting from the student's disability; (3) the commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five (5) days.

Also, the school will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days with the parent and IEP Team including school personnel to make a manifestation determination including a review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. If the conduct in question was the direct result of the district and charter school's failure to implement the IEP.
 - c. The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (a) or (b) immediately above was met.
 - d. If the CSE determines that the IEP was not implemented properly, the CSE must take immediate steps to remedy those deficiencies.
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.

4. Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Those students removed for a period fewer than ten (10) days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher and the CSE, shall make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and determined by the CSE. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten (10) school days in a school

year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

Cell Phones & Electronics

Scholars are not allowed to carry cell phones during the day. If you provide your child with a cell phone to use before/after school, instruct him/her to turn it off and place it in his/her bag prior to entering the school. If a student is caught with a cell phone during school hours, it may be confiscated by a CACPCS staff member. Please discuss all transportation or after school arrangements with your child before the day begins. If an emergency arises, you may leave a message for your child with the office. Messages will be delivered in a timely manner, but will

not disrupt instructional time. Because cell phones are discouraged in school, any damage or loss of cell phones during the school day or during CACPCS-planned after school activities will not be covered by CACPCS.

Anti-Bullying Policy

CACPCS adheres to the NYC DOE Anti-bullying policies as outlined in the Chancellor's Regulations A-832.

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by scholars against other scholars on account of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. Such harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Scholars found guilty of violating this regulation will be subject to appropriate disciplinary action.

Bias-based harassment, intimidation and/or bullying is any intentional written, verbal, or physical act that a scholar or group of scholars directs at another scholar or scholars which:

- 1) Is based on a scholar's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability; and
- 2) Substantially interferes with a scholar's ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a scholar's education; or
- 3) Creates a hostile, offensive, or intimidating school environment; or
- 4) Otherwise adversely affects a scholar's educational opportunities.

Bias-based harassment, intimidation and/or bullying may take many forms and can be physical, verbal or written. Written harassment, intimidation and/or bullying include electronically transmitted acts, e.g., via Internet, cell phone, personal digital assistant or wireless handheld device. Such behavior includes, but is not limited, to:

- Physical violence
- Stalking;
- Threats, taunts, teasing;
- Aggressive or menacing gestures;
- Exclusion from peer groups designed to humiliate or isolate;
- Using derogatory language;
- Making derogatory jokes or name calling or slurs;
- Written or graphic material, including graffiti, containing comments or stereotypes that are electronically circulated or are written or printed

Dignity for All Students Act Policy

CACPCS and its Board of Trustees are committed to providing all students with an environment free from harassment, bullying (including cyber bullying) and discrimination. In accordance with New York State's Dignity for All Students Act, the School is committed to preventing and promptly addressing incidents of harassment and/or discrimination of students that impact a positive school culture and impede students' ability to learn.

Students' Rights

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

Disciplinary and Remedial Consequences

The school's Discipline Code prohibits harassment of students and students who engage in such behavior shall be disciplined as set forth in the Discipline Code. The school will take appropriate action disciplining students, who engage in harassment of students off school property under circumstances where such off-campus conduct: 1) affects the educative process; 2) actually endangers the health and safety of School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Remedial responses are also implemented as appropriate which focus on discerning and correcting the reasons why discrimination, harassment and bullying occurred by students and/or employees. The School has designed remedial responses to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Remedial actions may include:

- Peer support groups;
- Assignment of an mentor at the school for the student to check in with;
- Corrective instruction that emphasizes behavioral expectations or other relevant learning or service experience;
- Engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- Supportive invention and/or mediation where constructive conflict resolution is modeled;
- Behavioral assessment or evaluation;

- Behavioral management plans or behavior contracts, with benchmarks that are closely monitored; and
- Student counseling and parent conferences that focus on involving person in parental relations in discipline issues.

Dignity Act Coordinator

The school designates The Deans of Students at Southern and Prospect, as the Dignity Act Coordinators (DAC). The DAC's contact information is 347-871-9002. The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment, bullying or discrimination of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, bullying or discrimination as well as any other person who has knowledge of or witnesses any possible occurrence of such acts, shall report the acts to any staff member or to the principal. A staff member who witnesses harassment, bullying, or discrimination or receives an oral or written report of such acts shall promptly notify the principal or their designee no later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal or their designee no later than two school days after making an oral report.

The Principal or their designee shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the school to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

The school and its Board of Trustees prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Corporal Punishment

Disruptive behavior by a scholar will never be punished by the use of corporal punishment. CACPCS prohibits corporal punishment of scholars by staff members, custodial employee,

vendors, consultants, etc. on school property, school trips and other school functions, and off-school property when such off-school behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals or welfare of the school community.

Corporal punishment is defined as any act of physical force upon a pupil for the purpose of punishing that pupil. Corporal punishment does not include the use of reasonable physical force for any of the following purposes:

- to protect oneself from physical injury;
- to protect another pupil or teacher or any other person from physical injury (e.g., breaking up a physical altercation without using excessive force);
- to protect the property of the school or of others; or
- to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers, or duties if the pupil refuses to comply with a request to refrain from further disruptive acts, and alternative procedures and methods that do not involve the use of physical force cannot be reasonably employed to achieve the purposes set forth above.

CACPCS Discipline Code
2024-25

| LEVEL 1 INFRACTIONS | | | |
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| | Behaviors | Range of Disciplinary Consequences | Other School Supports |
| 1 | Bringing prohibited items like toys, games, etc., to school without authorization | <ul style="list-style-type: none"> ● Parent Outreach ● Parent Conference ● Recess Detention | Reflection Steps <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Session with life coach |
| 2 | Failing to be in one's assigned place on school premises (without permission) | <ul style="list-style-type: none"> ● Parent Outreach ● Parent Conference ● Recess Detention | Reflection Steps <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Individual or group weekly sessions |

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| | | | <ul style="list-style-type: none"> • Group sessions • Home visit |
| 3 | Behaving in a manner that disrupts the educational process (i.e. making noise in a classroom, library or hallways) | <ul style="list-style-type: none"> • Parent Outreach • Parent Conference • Recess Detention • Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | Reflection Steps <ul style="list-style-type: none"> • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Individual or group weekly sessions • Group sessions • Repair session with teacher and scholar • Home visit to incorporate SECURE Spot at home • Train scholar to use the SECURE spot • Restorative process |

| LEVEL 2 INFRACTIONS | | | |
|---------------------|---|--|---|
| | Behaviors | Range of Disciplinary Consequences | Other School Supports |
| 4 | Using profane, obscene, vulgar, or lewd language, gestures, or behavior | <ul style="list-style-type: none"> • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Recess Detention • Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | Reflection Steps <ul style="list-style-type: none"> • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Parent meeting • Individual or group weekly sessions • Training scholar on how to use the |

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| | | | <ul style="list-style-type: none"> ● SECURe spot in school ● Home visit/ incorporation of SECURe Spot at home. ● Group sessions ● Restorative process |
| 5 | Lying to, giving false information to, and/or misleading school personnel | <ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Individual or group weekly sessions ● Family session ● Outside mental health referrals |
| 6 | Misusing property belonging to others | <ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Individual or group weekly sessions ● Weekly Group sessions ● Restorative process |

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| 7 | Violating CACPCS's Internet Use Policy (non- educational purposes, security/privacy violations) | <ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group session 2X weekly ● Group session ● Home visit ● Referral to big brother/big sister program |
| 8 | Inappropriate use of electronic technology (unauthorized audio/video recording) | <ul style="list-style-type: none"> ● Dean-led lunch/recess restorative reflection each time; dean contacts parent ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with Dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group session 2X weekly ● Home Visit |
| 9 | Leaving (or attempting to leave) school premises without permission of supervising school personnel | <ul style="list-style-type: none"> ● Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Exclusion from Extracurricular activities ● Removal from classroom by |

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| | | results in a removal by a teacher) | teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) |
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| | LEVEL 3 INFRACTIONS | | |
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| | Behaviors | Range of Disciplinary Consequences | Other School Supports |
| 10 | Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards scholars or school personnel or throwing an object or spitting at another person | <ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | Reflection Steps <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Parent session ● Ongoing meeting with life coach(problem solving) ● Home visit(placing secure spot at home) ● Individual or group 2X week session ● Weekly Group sessions ● Restorative process |
| 11 | Knowingly possessing property belonging to another without authorization | <ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from | Reflection Steps <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet |

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| | | <p>classmates by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher)</p> <ul style="list-style-type: none"> ● Suspension for 1-5 days ● Replacing that property ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <ul style="list-style-type: none"> ● Teacher reads reflection sheet with scholar and leads discussion ● Parent session ● Individual or group Bi-weekly sessions ● Outside mental health referral ● Weekly Group session ● Family session |
| 12 | Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computers access other electronic means | <ul style="list-style-type: none"> ● Dean-led lunch/recess restorative reflection each time; dean contacts parent ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Exclusion from Extracurricular activities ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Family session ● Home visit ● Individual or group weekly session ● Referral to a mentoring program ● Restorative process |

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| 13 | Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body | <ul style="list-style-type: none"> ● Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) ● Suspension for 1-5 days; Expulsion may be sought if behavior is repeated | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Family session ● Assessment for child abuse ● Individual or group weekly sessions ● Outside mental health referral ● Home visit ● Referral to family therapy |
| 14 | Engaging in gang-related behavior (wearing or displaying gang apparel and/or accessories, writing graffiti) | <ol style="list-style-type: none"> 1. Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent 2. Parent Outreach 3. Scholar/Teacher Conference 4. Parent Conference 5. Exclusion from Extracurricular activities | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group weekly session |

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| | | <p>6. Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher)</p> <p>7. Suspension for 1-5 days</p> <p>8. Expulsion may be sought if behavior is repeated</p> | <ul style="list-style-type: none"> • Weekly Group sessions • Outside mental health referral • Home visit • Referral to mentoring program |
| 15 | Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, scholars or others | <ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Family session • Individual or group session • Home visit • Outside mental health referral • Weekly Group session • Referral to mentoring program |
| 16 | Posting or distributing libelous material or literature (including posting such | <ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Outreach • Scholar/Teacher | <p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet |

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| | material on the Internet) | <p>Conference</p> <ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) | <ul style="list-style-type: none"> ● Dean reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group weekly session ● Referral to mentoring program |
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| LEVEL 4 INFRACTIONS | | | |
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| | Behaviors | Range of Disciplinary Consequences | Other School Supports |
| 17 | Posting or distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of scholars or staff | <ul style="list-style-type: none"> ● Dean-led lunch/recess restorative reflection each time; dean contacts parent ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Individual or group weekly session ● Outside mental health referral ● Family session |
| 18 | Engaging in harassing, intimidating and/or | <ul style="list-style-type: none"> ● Life coach-led lunch/recess restorative reflection and | <p>Reflection Steps</p> |

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| | bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical conduct that threatens another with harm; seeking to coerce or compel a scholar or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass | <p>counseling each time; life coach contacts parent</p> <ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Potential expulsion in the event of repeated Level 4 and 5 infractions | <ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Individual or group weekly sessions ● Weekly Group therapy ● Family session ● Home visit ● Referral to mentoring program ● Refer to outside mental health services |
| 19 | Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (i.e. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) | <ul style="list-style-type: none"> ● Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Potential expulsion in the event of repeated Level 4 and 5 infractions | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Family Session ● Assessment for potential child abuse ● Individual or group weekly sessions |
| 20 | Possessing controlled substances or | <ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom | <p>Reflection Steps</p> |

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| | prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol | <p>by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher)</p> <ul style="list-style-type: none"> • Suspension for 1-5 days • Contact authorities • Potential expulsion in the event of repeated Level 4 and 5 infractions | <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Individual or group session • Refer to mentoring program • Refer to drug treatment program |
| 21 | Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior | <ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days - (e.g. property more than \$200 in value) | <p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Individual or group weekly session • Family session • Referral to mentoring program |
| 22 | Falsely activating a fire alarm or other disaster alarm/calling 911 | <ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days | <p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Family session • Weekly Group session • Outside mental health referral |

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| | | <ul style="list-style-type: none"> • Contacting authorities | |
| 23 | Making a bomb threat | <ul style="list-style-type: none"> • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Contacting authorities • Potential expulsion in the event of repeated Level 4 and 5 infractions | Reflection Steps <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Family Session • Individual or group weekly sessions • Referral for mental health services |
| 24 | Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (i.e. lighter, belt buckle, umbrella, or laser pointer) | <ul style="list-style-type: none"> • Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Potential expulsion in the event of repeated Level 4 and 5 infractions | Reflection Steps <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Family session • Individual or group weekly session • Referral to a mentoring program • Home visit |

| LEVEL 5 INFRACTIONS | | | |
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| | Behaviors | Range of Disciplinary Consequences | Other School Supports |
| 25 | Inciting/causing a riot | <ol style="list-style-type: none"> 1. Parent Conference 2. Suspension for 6-10 days 3. Potential expulsion | Reflection Steps |

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| | | | <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Family Session • Outside referral • Accompany parent to session with outside • Restorative process |
| 26 | Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol | <ul style="list-style-type: none"> • Parent Conference • Suspension for 6-10 days • Potential expulsion in the event of repeated Level 4 and 5 infractions • Contact EMS or ACS | <p>Drug treatment referral</p> <p>Individual or group 2X weekly sessions</p> <p>Family session with life coaches</p> <p>Referral to a substance program</p> |
| 27 | Starting a fire | <ul style="list-style-type: none"> • Parent Conference • Suspension for 6-10 days • Potential expulsion in the event of repeated Level 4 and 5 infractions | <p>Referral to outside services</p> <p>Assessment for a more restrictive setting</p> <p>Family session</p> <p>Individual session</p> <p>individual or group daily session</p> |
| 28 | Threatening to use or using force to take or attempt to take property belonging to another | <ol style="list-style-type: none"> 1. Parent Conference 2. Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) 3. Suspension for 6-10 days 4. Potential expulsion in the event of repeated Level 4 and 5 infractions | <p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Parent session • Individual or group daily sessions • Outside referral |

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| 29 | Planning, instigating, or participating with another or others, in an incident of group violence | <ul style="list-style-type: none"> ● Dean-led lunch/recess restorative reflection each time; dean contacts parent ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 6-10 days ● Contact authorities | <p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Individual or group daily sessions ● Outside referral ● Family session ● Referral to mentoring program |
| 30 | Selling or distributing illegal drugs or controlled substances and/or alcohol | <ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 6-10 days ● Contact authorities ● Potential expulsion in the event of repeated Level 4 and 5 infractions | <p>Individual or group 2X weekly session</p> <p>Family session</p> <p>Referral to mentoring program</p> <p>Outside mental health referral</p> |
| 31 | Using any weapon as defined in Level 2 Infractions to threaten or to attempt to inflict injury upon school personnel, scholars, or others | <ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 6-10 days ● Contact authorities ● Potential expulsion in the event of repeated Level 4 and 5 infractions | <p>Family support session</p> <p>Individual or group daily session</p> <p>Outside mental referral</p> <p>Referral to mentoring program</p> |

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| 32 | Using any weapon, such as a firearm or knife, to inflict injury upon school personnel, scholars, or others | <ul style="list-style-type: none">● Parent Conference● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher)● Suspension for 6-10 days● Contact authorities● Potential expulsion in the event of repeated Level 4 and 5 infractions | Family support session Individual or group daily session Referral to mentoring program Outside mental health referral |
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SCHOOL – PARENT – SCHOLAR COMPACT

The School –Parent –SCHOLAR Compact outlines how parents, the entire school staff, and scholars will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State’s high standards.

School

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - Three (3) Academic Parent Teacher Team Meetings and 2 additional parent-teacher conference opportunities during which the compact shall be discussed as the compact relates to the individual child’s achievement
 - frequent reports to parents on their children’s progress through progress reports and report cards;
 - reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect
- Strive to address the individual needs of the scholar
- Acknowledge that parents are vital to the success of scholars and the school
- Provide a safe, positive and healthy learning environment
- Assure every scholar access to quality learning experiences

- Assure that the school staff communicates clear expectations for performance to both scholars and parents

Parent/Caregiver

The parent/caregiver understands that participation in his/her scholar's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their scholar's classroom as needed
- Supporting their child's learning by attending all three (3) parent conferences during the school year, supporting homework completion, school attendance and responding to school requests in a timely manner
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the scholar to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their scholar to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Scholars (Grades 3-8)

The scholar realizes education is important. Scholars are responsible for their own success. Therefore, the scholar agrees to carry out the following responsibilities to the best of their ability:

- Get to school on time every day
- Adhere to CACPCS's 2 Rules to Live and Learn by:
 - **RULE 1:** Be the best scholar you can be, and learn as much as possible.
 - **RULE 2:** Make the classroom a good place for everyone to live in and learn in.
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the scholar's best effort
- Be respectful to all school members and to school property