CHILDREN'S AID
college prep charter school

Code of Conduct

2026-2027

It's all about the learning.

Updated: July 2026

CORE VALUES

Our Core Values are:

Compassion, **A**chievement, **C**uriosity, **P**erseverance, **C**ourage and **S**ervice **(CACPCS).** These values set very high standards for both scholars and staff. Our core values require that scholars respect staff, other scholars, and property, participate in class, produce top quality in all of their subjects, help one another, and come to school every day on time and ready to learn.

Because it is important to teach social skills in the same way we teach reading or writing, our core values are reinforced throughout the day, beginning as soon as our scholars walk into the school building. Staff use the core values to set classroom and school-wide expectations for behavior. Parents are asked to reinforce these values at home and to encourage scholars to demonstrate them every day at school.

C: Compassion – We care and show empathy, respect, and acceptance for each other.

A: Achievement – We will aim high and accomplish our goals with excellence.

C: Curiosity – We are always eager to explore new things and ask questions.

P: Perseverance – We will work hard and never give up, even when it's difficult.

C: Courage – We will be proud of ourselves, our family, and community. We will be brave and always do what's right.

S: Service – We will find positive ways to contribute to our community, by putting integrity first and service before self.

SCHOOL MOTTO

It's all about the learning.

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 Panning (including parents as our partners) in-school and out-of-school suspensions and expulsion.

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.

Code of Conduct 2026-27

	LEVEL 1 INFRACTIONS		
	Behaviors	Range of Disciplinary Consequences	**Other School Supports**
1	Bringing prohibited items like toys, games, etc., to school without authorization	• Parent Outreach • Parent Conference • Recess Detention	**Reflection Steps** • 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	• Parent Outreach • Parent Conference • Recess Detention	**Reflection Steps** • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Individual or group weekly sessions • Group sessions

			• Home visit
3	Behaving in a manner that disrupts the educational process (i.e. making noise in a classroom, library or hallways)	• 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** • 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	• 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** • 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 • 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	• 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)	**Reflection Steps** • 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	• 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)	**Reflection Steps** • 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

7	Violating CACPCS's Internet Use Policy (non- educational purposes, security/privacy violations)	• 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)	**Reflection Steps** • 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)	• **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)	**Reflection Steps** • 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	• **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	**Reflection Steps** • 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

		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)

	LEVEL 3 INFRACTIONS		
	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	● 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** ● 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	● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classmates by teacher (a	**Reflection Steps** ● Scholar sits with teacher and completes reflection sheet

		suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● 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)	● 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	● **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)	**Reflection Steps** ● 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

13	Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body	• **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	**Reflection Steps** • 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)	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	**Reflection Steps** • 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

		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) 7. Suspension for 1-5 days 8. Expulsion may be sought if behavior is repeated	• 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	• **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)	**Reflection Steps** • 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	• **Dean-led** lunch/recess restorative reflection each time; dean contacts parent • Parent Outreach • Scholar/Teacher	**Reflection Steps** • Scholar sits with dean and completes reflection sheet

	material on the Internet)	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)	● Dean reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group weekly session ● Referral to mentoring program

	LEVEL 4 INFRACTIONS		
	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	● **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	**Reflection Steps** ● 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	● **Life coach-led** lunch/recess restorative reflection and counseling each time;	**Reflection Steps**

	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	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	● 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)	● **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** ● 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 prescription	● Parent Conference ● Removal from classroom by teacher (a suspension	**Reflection Steps**

	medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol	must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Contact authorities • Potential expulsion in the event of repeated Level 4 and 5 infractions	• 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	• **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)	**Reflection Steps** • 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	• **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 • Contacting authorities	**Reflection Steps** • 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

23	Making a bomb threat	• 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** • 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)	• **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** • 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		
	Behaviors	Range of Disciplinary Consequences	**Other School Supports**
25	Inciting/causing a riot	1. Parent Conference 2. Suspension for 6-10 days 3. Potential expulsion	**Reflection Steps** • 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	• Parent Conference • Suspension for 6-10 days • Potential expulsion in the event of repeated Level 4 and 5 infractions • Contact EMS or ACS	Drug treatment referral Individual or group 2X weekly sessions Family session with life coaches Referral to a substance program
27	Starting a fire	• Parent Conference • Suspension for 6-10 days • Potential expulsion in the event of repeated Level 4 and 5 infractions	Referral to outside services Assessment for a more restrictive setting Family session Individual session individual or group daily session
28	Threatening to use or using force to take or attempt to take property belonging to another	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	**Reflection Steps** • 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
29	Planning, instigating, or participating with another or others, in an	• **Dean-led** lunch/recess restorative reflection each	**Reflection Steps**

	incident of group violence	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	• 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	• 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	Individual or group 2X weekly session Family session Referral to mentoring program Outside mental health referral
31	Using any weapon as defined in Level 2 Infractions to threaten or to attempt to inflict injury upon school personnel, scholars, or others	• 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 Outside mental referral Referral to mentoring program
32	Using any weapon, such as a firearm or knife, to inflict injury upon	• Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar	Family support session Individual or group daily session Referral to mentoring program

	school personnel, scholars, or others	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	Outside mental health referral

Bus Infractions

	LEVEL 1 INFRACTIONS	
	Behaviors	**Disciplinary Consequences**
1	Behavior disregards bus rules	Parent Outreach Letter send to parents
2	Harmful/rough play which shows lack of self-control on the bus	Parent Outreach Letter send to parents
3	Disregarding specific directives given by bus loading staff/bus driver	Parent Outreach Letter send to parents
4	Seat jumper	Parent Outreach Letter send to parents
5	Eating/drinking on the bus	Parent Outreach Letter send to parents
6	Littering on the bus	Parent Outreach Letter send to parents

	LEVEL 2 INFRACTIONS	
	Behaviors	**Disciplinary Consequences**
7	Behavior consistently disrupts bus driver and ride	Parent Outreach Letter send to parents Lunch/recess detention
8	Verbal/non-verbal threats to peers/bus drivers	Parent Outreach Letter send to parents Lunch/recess detention
9	Physical altercation with anyone on the bus	Parent Outreach Letter send to parents Lunch/recess detention Bus suspension
10	Use of profane, obscene or offensive language on the bus	Parent Outreach Letter send to parents Lunch/recess detention
11	Being disrespectful to bus driver/another parent or caregiver	Parent Outreach Letter send to parents Lunch/recess detention
12	Brought inappropriate or harmful items/weapon on the bus	Parent Outreach

		Letter send to parents Lunch/recess detention Bus suspension
13	Defacing bus property	Parent Outreach Letter send to parents Lunch/recess detention Bus suspension
14	Threw an object with harmful intent/threw an object out the window	Parent Outreach Letter send to parents Lunch/recess detention Bus suspension
15	Refused to wear seatbelt/leaving designated seat without permission	Parent Outreach Letter send to parents Lunch/recess detention
16	Inappropriate/harmful behavior on school bus	Parent Outreach Letter send to parents Lunch/recess detention Bus suspension

* Repeated Level 1 infractions may be escalated to Level 2 infractions. ** Three Level 1 infractions may result in a 1-5 day(s) bus suspension. *** Two Level 2 infractions may result in a 1-5 day(s) bus suspension. **Repeated Level 1 or Level 2 infractions may result in bus privileges being revoked for the remainder school year.**