2026-2027 CODE-OF-CONDUCT



Dr. Laura A. Winters
Superintendent of Schools

Mission Statement

Wrapping Multi-Tiered Systems of Support Around the Whole Child.

Core Expectations



Students have the responsibility of:

- Owning and being active participants in their learning.
- Attending school daily, arriving on time, and being prepared for learning.
- Being truthful about and accountable for words and actions.
- Respecting themselves and others in class, on school grounds, on buses and at any school- related activity.
- Respecting the rights and feelings of fellow students, parents, guardians, or caregivers, school staff, visitors, and guests.
- Knowing and complying with school district rules, expectations, and policies.
- Trying to correct and improve behavior through restorative interventions.
- Expressing thoughts and opinions in ways that are polite, respectful, and courteous.
- Respecting others' personal space.
- Participating in learning communities, including helping to formulate rules and procedures in the school, engaging in school-related activities and fostering a culture of respect for learning and for others.
- Seeking help and assistance when needed.
- Taking care of property that belongs to others or the school.
- Helping to make school a community that is free from violence, intimidation, bullying, harassment, and discrimination.

PARENTS, GUARDIANS AND CAREGIVERS

Parents, guardians, and caregivers have the right to be active participants in the learning process, to express their views and to provide input into decisions that affect their children. They are vital to the success of students in school. Parents, guardians, and caregivers should have high expectations for their children.

Parents, guardians, and caregivers have the right to:

- Be actively involved in their children's education.
- Be treated courteously, fairly, and respectfully by all school staff.
- Receive timely information about policies and procedures that relate to their children.
- Receive regular reports from school staff regarding academic progress and behavior.

- Receive notification and information of inappropriate or disruptive behaviors by their children and of any disciplinary actions.
- Receive information about ways to improve their child's progress including counseling, tutoring, after-school programs, academic programs, and mental health services.
- Receive information about services for Students with Disabilities.
- Receive information about services for Multilingual Learners (MLL).
- Be contacted when their child is believed to have committed a crime or when police are called.
- Receive communication through provided translators.

Parents, guardians, and caregivers have the responsibility of:

- Providing updated contact information to the Lakewood School District.
- Making sure that their children attend school regularly and on time.
- Letting the school know when and why children are absent.
- Telling school officials about any concerns or complaints.
- Supporting their children by providing an environment suitable for homework and developing good study habits.
- Working with school staff to address any academic or behavioral struggles their children may be facing.
- Talking with their children about expectations and behavior.
- Teaching and modeling respect.
- Advocating for their children and taking an active role in the school community.
- Attending meetings and monitoring their child's grades and progress.
- Being respectful and courteous to staff, other parents, guardians, caregivers, and students while on school premises.

Principals, educators, and all school staff have the right to:

- Work in a safe and orderly environment.
- Be treated courteously, fairly, and respectfully by students, parents, guardians, caregivers, and other school staff.
- Communicate concerns, suggestions, and complaints.
- Receive supportive professional development and training.
- Receive necessary resources.

Educators have the responsibility of:

- Fostering and nurturing students so that they develop as learners, both academically and socially.
- Recognizing that children should be subject to behavior management, support and discipline policies **appropriate with their ages and levels of understanding.**
- Being respectful and courteous to students, parents, guardians, and caregivers.
- Serving as role models for students.
- Cooperating and scheduling conferences with students, parents, guardians, caregivers, and others, in an effort to understand and resolve academic and behavioral concerns.
- Making every effort to accommodate families whose work schedules, access to transportation or distance from school, limits their ability to meet or participate.
- Keeping families informed of their student's progress, challenges, effort, and achievements in a timely manner.
- Encouraging students to participate in classroom, extracurricular and other school-related activities.
- Knowing and reinforcing expectations, policies, and procedures consistently, fairly, and equitably with the support & collaboration of their administrators.
- Confronting issues of discrimination and harassment in any situation that threatens the emotional, physical health or safety of any students, employees, or anyone on school property or at a school function and reporting incidents of discrimination and harassment to the attention of their teacher, counselor, administrator, staff member or the Anti Bullying Coordinator.
- Striving to meet students where they are and provide equitable support based on their needs.

PRINCIPALS

Principals have the responsibility of:

- Promoting a safe, respectful, supportive, and orderly school environment for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Reviewing the code of conduct & support, and procedures for reporting incidents with all staff at the beginning of each school year.
- Maintaining confidentiality and respecting student and parents (guardians/caregivers) rights to privacy.

- Developing the capacity of staff, students, and families to intervene regarding behavioral concerns.
- Ensuring equity and that all students and staff are treated fairly.
- Partnering with parents, guardians, and caregivers.
- Treating students, staff, & families courteously, fairly, and respectfully.

The Superintendent has the responsibility of:

- Promoting a safe, respectful, supportive, and orderly environment for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Working with district administrators to enforce the code of conduct, & support and ensuring that all incidents are resolved promptly, and that students and staff are treated fairly and equitably.
- Addressing issues of discrimination, harassment or any situation that threatens the emotional or physical health or safety of any student, employee, or person on school property or at a school function.

Members of the Board of Education have the responsibility of:

- Promoting a safe, respectful, supportive, and orderly school environment for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Working with the Superintendent to address issues of discrimination, harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or person who is lawfully on school property.
- Ensuring that policies promote and ensure equity.
- Ensuring that race, ethnicity, economics, and disability do not predict student achievement.
- Treating students, staff, and families courteously, fairly, and respectfully.

Suspension as a Last Resort

In alignment with the district's commitment to restorative practices and equitable discipline, out-of-school suspension shall be used as a last resort**.** All student behaviors will be addressed through a supportive disciplinary framework that prioritizes intervention, redirection, and the opportunity for students to reflect, learn, and grow. The district is committed to minimizing the loss of instructional time and promoting positive behavioral change through proactive strategies. Suspension will only be considered when all other appropriate interventions have been exhausted, or when a student's behavior poses a direct threat to the safety or well-being of others.

	2026-2027 Code-of-Conduct	
Violation	**Consequence**	**What needs to be done?**
Aberrant Behavior Atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation, or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report. 2. Notify Superintendent and Director of Security. 3. Police Report if warranted. 4. Enter a **detailed description** of the incident in Realtime under **Notes and Discipline.** INCLUDE: the consequence the student received. 5. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 6. The Director of IT must keep a **spreadsheet of all videos** requested, as they are now student records.
Actions that jeopardize the safety of people or property before, during or after school	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School	1. Submit a detailed Superintendent's Incident Report. 1. Notify Superintendent and Director of Security. 2. Police Report if warranted. 3. Enter a **detailed description** of the incident in Realtime under **Notes and Discipline.** INCLUDE: the consequence the student received. 4. If video was utilized, it must be saved, as it is now part of the student's record. **In the**

	● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	**NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 5. The Director of IT must keep a **spreadsheet of all videos** requested, as they are now student records
Violation	**<u>Consequence</u>**	**What needs to be done?**
Arson	**<u>Administrative Options:</u>** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police Report must be obtained. 4. Enter a **<u>detailed description</u>** of the incident in Realtime under <u>Notes and Discipline.</u> INCLUDE: the consequence the student received. 5. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 6. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Assault (The intent to cause bodily harm)	**<u>Administrative Options:</u>** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police Report must be obtained. 4. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes and Discipline.</u>** INCLUDE: the consequence the student received. 5. If video was utilized, it must be saved, as it

	● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 6. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violation	**<u>Consequence</u>**	1. **What needs to be done**
Assault, Battery, Harassment of School Personnel (**Assault** – the intent to cause bodily harm. **Battery** – an unlawful application of force directly or indirectly upon another person or their personal belongings, causing bodily injury or offensive contact.)	**<u>Administrative Options:</u>** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	2. Submit a detailed Superintendent's Incident Report 3. Notify Superintendent and Director of Security. 4. Police Report must be obtained. 5. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Being under the influence of an illegal substance, including alcohol/Possession of an illegal substance	**<u>Administrative Options:</u>** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Student must receive a drug/alcohol screening from Nurse. 4. Student must be sent for drug testing. 5. **DCF/DCP&P must be called for refusal of drug testing.** 6. **Student must complete the drug and alcohol testing course.**

	● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction As per Board Policy, student will be sent for a drug test, which must be conducted within 24 hours. ● Students will follow their academic schedule. ● Students who receive services, as per their IEP, will continue to receive services. *Consistent repeat offenders must be discussed with the building wide MTSS Team.	7. Police Report must be obtained if in possession of drugs. 8. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 9. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 10. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. 11. **Copies of all student drug/alcohol tests must be maintained by the School Nurse, Principal and Superintendent.**
Violation	**Consequence**	**What needs to be done?**
Bullying	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Notify Guidance Counselor. 4. Notify parents/guardians. 5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.

Cheating/Academic Dishonesty	Automatic failure of the test/assignment in question and **after school detention** *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Cell phone/Internet Enabled Devices	**Administrative options:** ● Warning ● Removal of device ● Phone call to parents ● Students may pick up their device in the office at the end of the day. ● Parents/guardians must pick up the student's device at their convenience. ● Students are banned from bringing any internet enabled devices into the building.	5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 6. Parent/guardian notification. 7. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 8. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violation	**Consequence**	**What needs to be done?**
Concerning Behavior An observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent changes in behavior. Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior.	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract	1. Submit a detailed Superintendent's Incident Report. 2. Notify Superintendent and Director of Security. 3. Threat Assessment Screening 4. Threat Assessment, if applicable. 5. Police Report if warranted. 6. Enter a **detailed description** of the incident in Realtime under **Notes and Discipline.** INCLUDE: the consequence the student received. 7. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access**

	● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team. Threat Assessment Screening Full Threat Assessment, if applicable Mandatory Counseling and increased supports.	**needed.** 8. The Director of IT must keep a **spreadsheet of all videos** requested, as they are now student records
Concerning Communication Unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or well-being of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communication may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed.	**<u>Administrative Options:</u>** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team. Threat Assessment Screening Full Threat Assessment, if applicable Mandatory Counseling and increased supports.	1. Submit a detailed Superintendent's Incident Report. 2. Notify Superintendent and Director of Security. 3. Threat Assessment Screening 4. Threat Assessment, if applicable 5. Police Report if warranted. 6. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes and Discipline.</u>** INCLUDE: the consequence the student received. 7. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.** 8. The Director of IT must keep a **spreadsheet of all videos** requested, as they are now student records
Violation	**Consequence**	**What needs to be done?**
Cutting Class/Leaving the	**<u>Administrative Options:</u>**	1. Enter a **<u>detailed description</u>** of the

Cafeteria/Commons without permission	• Temporary removal from class (up to one day) • Detention • Intervention Room • Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. Guidance Counselor & Case Manager Notified. 4. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 5. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Cutting Class **& Leaving School Property**	.. **Administrative Options:** • Temporary removal from class (up to one day) • Detention • Intervention Room • Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. Guidance Counselor & Case Manager Notified. 4. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 5. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.

Violation	Consequence	What needs to be done?
Damaging school property	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police Report may be obtained depending on the damage. 4. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 5. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 6. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Defiance of Authority/Insubordination	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Notify parents/guardian. 3. If video was utilized, it must be saved, as it is now part of the student's record**. In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Disruption of school time	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide	1. Submit a detailed Superintendent's report. 2. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 3. Notify parents/guardian. 4. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)**

	MTSS Team.	5. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violations	**Consequences**	**What needs to be done?**
Dress Code Violation	**Elementary, MS & HS** 1st Offense – Phone call home, parents/guardian must bring a change of clothes. 2nd Offense – Students in K-12 receive detention. Parent/guardian must bring a change of clothes. **Repeated Offenses** – 1 Day in **Level One** Intervention	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification 3. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Electronics	**Elementary, MS & HS** 1st offense – Electronics confiscated, student may retrieve at the end of the day, parent/guardian notified 2nd offense – Electronics confiscated, parent/guardian may retrieve from an administrator at the end of the day. **Student receives After School Detention.** **Repeat Offenders:** **Level One Intervention.** Electronics confiscated, parent/guardian may retrieve from an administrator at the end of the day. Case Manager, if applicable *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification 3. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violation	**Consequences**	**What needs to be done?**
Extortion	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police Report may be obtained depending on the severity. 4. Notify parents/guardians. 5. Enter a **detailed description** of the incident in Realtime under **Notes** and

	● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	**Discipline**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. 8. Superintendent's Hearing.
Failure to go to Detention	**Administrative Options:** ● Temporary removal from class (up to one day) ● Additional Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Notify parents/guardians.
Fighting	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction	1. Submit Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police Report may be obtained depending on the severity. 4. Notify parents/guardians. 5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. 8. Superintendent's Hearing for repeat offenders.

	*Consistent repeat offenders must be discussed with the building wide MTSS Team.	
Violation	**<u>Consequence</u>**	**What needs to be done?**
Food fight	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police Report may be obtained depending on the severity (riot). 4. Notify parents/guardians. 5. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. 8. Superintendent's Hearing depending on the severity.
Forgery	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 2. Notify parents/guardians. 3. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violation	**<u>Consequence</u>**	**What needs to be done?**
Gambling	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day)	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security.

	• Detention • Intervention Room • Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	3. Police Report may be obtained depending on the severity. 4. Notify parents/guardians. 5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. **6.** If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. 8. Superintendent's Hearing.
ID Badge Violation (High School)	**High School** 1st Offense: Warning and removal of parking privileges if applicable 2nd Offense: After School Detention *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification 3. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Inappropriate Accessories	1st offense – Accessory will be confiscated, student may retrieve at the end of the day, parent/guardian notified. 2nd offense – Accessory will be confiscated, parent/guardian may retrieve from an administrator at the end of the day. Repeated offenses – Students in K-12 receive detention/students. Parent/guardian may retrieve from an administrator at the end of the day.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification 3. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.

	*Consistent repeat offenders must be discussed with the building wide MTSS Team.	
Violation	**Consequence**	**What needs to be done?**
Late to Class/Late to School	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. Superintendent's Hearing for repeat offenders.
Leaving **class** without permission (Walking the hallways, etc.)	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 4. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records 5. Superintendent's hearing for repeat offenders.
Violation	**Consequence**	**What needs to be done?**
Littering	Student must clean up the area that was littered and 1 after-school detention.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification.
Lost/Missing Textbooks/Library Books	Responsible for the cost of replacing the book	1. Enter a **detailed description** of the incident in Realtime under **Notes** and

		Discipline. INCLUDE: the consequence the student received. 2. Parent/guardian notification.
Permitting unauthorized persons in the building without the consent of the building Principal.	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. Guidance Counselor & Case Manager Notified. 4. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 5. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Plagiarism The act of using/copying someone else's work or ideas and claiming them as your own. (Includes use of AI Programs)	● Student receives an F or zero on the assignment. ● Student may fail the class entirely, and have to retake the course. ● Student is barred from any National Honors program ● A permanent notation may be recorded on student's transcript.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. Mandatory Meeting with Student, Parent/Guardian & Principal Guidance Counselor & Case Manager Notified. 4. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 5. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violation	**Consequence**	**What needs to be done?**
Profanity This includes any spoken, written, digital, or non-verbal expression that is offensive, demeaning, or inappropriate, especially when used to intimidate, insult, provoke, or harass another individual within the school community.	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification. 3. Guidance Counselor & Case Manager Notified. 4. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 5. The Director of IT must keep a spreadsheet

		of all videos requested, as they are now student records.
Planned or Threatened Violence Anyone who has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat.	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction Threat Assessment Screening Full Threat Assessment, if applicable Mandatory Counseling and increased supports. *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Threat Assessment Screening 4. Threat Assessment, if applicable 5. Notify Police, if warranted. 6. Notify parents/guardians 7. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 8. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 9. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. 10. Superintendent's Hearing.
Violation	**Consequence**	**What needs to be done?**
Possession of a Weapon (**Firearms- see Board Policy for Weapons**)	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 10-Day Suspension ● FTR ● Transfer to Alternative School	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Notify Police, if warranted. 4. Notify parents/guardians 5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. **6.** If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made**

	● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction	**Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. Superintendent's Hearing.
Pulling the Fire Alarm	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police contacted. 4. Notify parents/guardians. 5. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records 8. Superintendent's Hearing.
Racial/Religious slurs This includes any verbal, written, digital, or physical expression that demeans, mocks, threatens, or insults an individual or group based on their race, ethnicity, national origin, religion, or perceived affiliation with a racial or religious identity.	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police contacted. 4. Notify parents/guardians. 5. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)**

		7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violation	**Consequence**	**What needs to be done?**
Repeated Violation of Dress Code	**Detention**	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification.
Retaliation/False Allegation for reporting harassment, intimidation or bullying	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Notify Police, if warranted. 4. Notify parents/guardians. 5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records. 8. Superintendent's hearing.
Violation	**Consequence**	**What needs to be done?**
Sale of illegal substances, weapons, or explosive devices	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police contacted.

	● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	4. Notify parents/guardians. 5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records 8. **Copies of all student drug/alcohol tests must be maintained by the School Nurse, Principal and Superintendent.** 9. Superintendent's Hearing.
Sexual harassment, intimidation	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police contacted depending on the severity. 4. Notify parents/guardians. 5. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.

Violation	**Consequence**	**What needs to be done?**
Smoking, includes e-cigarettes (**Student is only sent for drug/alcohol testing if there is a suspicion that the student is under the influence**.)	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates ● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Student must receive a drug/alcohol screening from Nurse if vaping an **unidentified substance**. 4. If there is a suspicion that the student is under the influence, the student must be sent for drug testing. 5. **If the parent refuses to send the student for drug/alcohol testing, DCF/DCP&P must be called for refusal of drug testing.** 6. **Student must complete the drug and alcohol testing course.** 7. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 8. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 9. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records 10. **Copies of any student drug/alcohol tests must be maintained by the School Nurse, Principal and Superintendent.**
Targeted Violence A premeditated act of violence directed at a specific individual, group or location, regardless of motivation, and generally unrelated to other criminal activity.	**Administrative Options:** ● Temporary Removal (up to one day) ● Intervention Room ● Detention ● 1-3 Day Suspension ● Transfer to Alternative School ● Tiered Support Interventions ● Counseling: Guidance Counselor, SAC, Social Worker, Therapy Associates	1. Submit a detailed Superintendent's Incident Report. 2. Notify Superintendent and Director of Security. 3. Threat Assessment Screening 4. Threat Assessment, if applicable 5. Police Report if warranted. 6. Enter a **detailed description** of the incident in Realtime under **Notes and Discipline.** INCLUDE: the consequence the student received. 7. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no**

	● Parent/Teacher Conference ● Behavior Contract ● Social Skills Instruction Threat Assessment Screening Full Threat Assessment, if applicable Mandatory Counseling and increased supports. *Consistent repeat offenders must be discussed with the building wide MTSS Team.	**restriction or access needed.** 8. The Director of IT must keep a **spreadsheet of all videos** requested, as they are now student records
Violation	**<u>Consequence</u>**	**What needs to be done?**
Theft of School or Personal Property	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report. 2. Notify Superintendent and Director of Security. 3. Notify Police. 4. Notify parents/guardians. 5. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Threatening to physically harm another student	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies ● Mediation Threat Assessment Screening Full Threat Assessment, if applicable Mandatory Counseling and increased	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Threat Assessment Screening 4. Threat Assessment, if applicable 5. Police contacted depending on the severity. 6. Notify parents/guardians. 7. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 8. If video was utilized, it must be saved, as

	supports. *Consistent repeat offenders must be discussed with the building wide MTSS Team.	it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 9. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Violation	**<u>Consequence</u>**	**What needs to be done?**
Vandalism	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report 2. Notify Superintendent and Director of Security. 3. Police contacted depending on the severity. 4. Notify parents/guardians. 5. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.
Videotaping and Posting Video that cause a disruption to the School Environment; such as Posted fights, assaults, harassment and intimidation, etc.	**<u>Administrative Options:</u>** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Submit a detailed Superintendent's Incident Report. 2. Notify Superintendent and Director of Security. 3. Notify Police, if warranted. 4. Notify parents/guardians. 5. Enter a **<u>detailed description</u>** of the incident in Realtime under **<u>Notes</u>** and **<u>Discipline</u>**. INCLUDE: the consequence the student received. 6. If video was utilized, it must be saved, as it is now part of the student's record. **In the NOTES section, a link to the video must be included. The link must be made Public for all to view (no restriction or access needed.)** 7. The Director of IT must keep a spreadsheet of all videos requested, as they are now student records.

		8. Superintendent's Hearing.
Violation	**Consequence**	**What needs to be done?**
Wearing a Hoodie with the hood over head	**Administrative Options:** ● Temporary removal from class (up to one day) ● Detention ● Intervention Room ● Tiered Support Strategies *Consistent repeat offenders must be discussed with the building wide MTSS Team.	1. Enter a **detailed description** of the incident in Realtime under **Notes** and **Discipline**. INCLUDE: the consequence the student received. 2. Parent/guardian notification.

Lakewood School District's

MTSS Behavioral Intervention Program (K-12)

"2026-2027"

The Lakewood School District will be implementing a MTSS Behavioral Intervention Program during the 2025-2026 school year for students in Kindergarten through grade 12.

The goal of the program is to keep every student in school, every day. The more students are in school, the more successful they will be in life. Sending students home as a punitive measure does not address or solve the root problem. Students need the opportunity to learn and grow from their behavior.

Students who are suspended are more likely to fall behind academically, drop out, or become involved in the Juvenile Justice System (Public Policy Research Institute and the Council of State Government's Justice Center).

The Lakewood School District's Behavioral Intervention Program will:

- Address Mental Health Concerns (Depression, Anxiety, Self-harm/self-injury, etc.)
- Increase self-esteem and self-confidence
- Give students the skills needed to be productive, self-sufficient members of society
- Teach students to become independent thinkers
- Enhance social skills
- Provide alcohol/drug education & counseling
- Provide smoking/vaping/e-cigarette education & counseling
- Teach students how to handle anger and frustration & how to walk away from potential conflicts
- Teach students coping skills

The Behavioral Intervention Program will include:

- Director of MTSS/I&RS
- SAC
- Social Workers
- Board Certified Behavior Analyst (BCBA)
- Behavior Therapy Associates (Psychologist/BCBA-D)
- Guidance Counselors
- Teachers

1) Students who ***violate*** the Anti-Bullying Bill of Rights, must complete a two (2) hour online Bullying Awareness and Prevention course, as assigned by the Building Principal/Assistant Principal.

2) Students who are in possession of a vape, or vaping on school grounds must complete a two (2) hour online Vaping Awareness and Prevention course, as assigned by the Building Principal/Assistant Principal.

3) Students who violate the drug and alcohol policy must complete a four (4) hour online Drug and Alcohol Awareness Course, as assigned by the Building Principal/Assistant Principal.

4) Students who fight in school, or on school grounds, must complete a four (4) hour Conflict Resolution course, as assigned by the Building Principal/Assistant Principal.

SOCIAL EMOTIONAL BEHAVIORAL (SEB)
CONTINUUM OF SERVICES

Tier 1	Tier 2	Tier 3
• All schools are required to have clearly defined universal behavioral expectations for all students and staff. • The Principal delivers a training and communication plan to students, staff, and families regarding the school-wide behaviors and expectations. • All teachers design and implement a carefully thought-out classroom management plan that proactively promotes prosocial and academic learning behaviors. • All teachers provide explicit training and guidance to the class on expected classroom behaviors; encourage positive behaviors; and discuss the implications of negative or counterproductive behaviors. • The teacher intentionally works to cultivate trusting relationships, nurturing a sense of connection and belonging. • The teacher is the Tier 1 "first responder" who checks in to support any struggling student proactively. • The teacher actively works to develop their professional knowledge and capacity to manage challenging individual behaviors as they arise, responding in a manner that models pro-social behaviors. • Using progress monitoring and observational data, the teacher will teach skills to focus on classroom-wide needs as they arise.	• Tier 2, small group, social skills counseling during lunch/recess with the guidance counselor, school social worker, or SAC. Small group counseling will be for a limited time based on student progress (4-6 weeks). • Short-term group or individual counseling with Guidance Counselor, School-based Social Worker, SAC (not during recess or core academic instruction). • Accommodations as needed in the learning environment, as determined by each School-wide MTSS Team. • Tier 2 research based standard treatment protocols as identified by the MTSS School wide team under the guidance of the MTSS Director EX: CICO - Check In/ Check Out System proactively providing academic and performance feedback from an adult other than the classroom teacher for students who thrive on adult attention and benefit from daily and organizational support (coordinated by the MTSS School-wide Team or Grade Level SEB Team). • Counselors and/or Admin will refer students/families for	• Students identified for Tier 3 support must have a Tier 3 Behavior Support Plan (BSP), which will be created by the Guidance Counselor, SAC, or building-based Social Worker after a behavioral observation. • School-based supports • Psychiatric evaluation as needed. • Tier 3 intervention may be requested through a Google Form created by the Director of MTSS. • Counselors and/or Administration will refer students for parent consultation, family counseling, and/or support by an outside organization. • If deemed appropriate, a therapeutic evaluation may be conducted by an outside organization. • Accommodations as needed in the learning environment,

● When behavior concerns arise, the teacher involved works to de-escalate the behavior in the moment, responds with restorative language/conversation, and looks at the cause of the behavior to prevent the issue from arising in the future. ● Teachers use restorative circles to build community, promote student voice, and foster a sense of belonging. The teacher has restorative conversations with students as needed and seeks to repair harm. ● Teachers integrate **SEL** practices in their classroom across all content areas, such as: ● Fostering Academic Mindsets ● Building Relationship Skills ● Conflict Resolution ● Practicing Empathy ● Emotional Literacy ● Building Self-Esteem ● Managing Feelings ● All staff work to cultivate a Safe & Inclusive Classroom and School Environment ● All staff seek to provide opportunities for students to express their voice & perspective. ● All staff encourage students to participate in after-school clubs and sports. ● All staff encourage students to visit their Guidance Counselor as needed. ● All staff work to encourage parent/guardian/family partnerships.	Family counseling from outside organizations. ● Counselors and/or Administration will refer students to Psychological resources as needed.	

● All staff work to maintain consistent classroom and schoolwide expectations. ● All staff work proactively to reduce exclusionary practices.		

MTSS FOR SOCIAL EMOTIONAL BEHAVIOR (SEB) HEALTH

TIER 1: UNIVERSAL SUPPORT

School-wide proactive promotion & prevention for the behavioral needs of all students.

Tier 1: Universal Support

At times, students may be at risk of not meeting learning standards due to social, emotional or mental health issues. Students experiencing challenges in the area of SEL may struggle to focus, learn, develop relationships, and attend school and classes regularly. Similar to academic concerns, support teams are charged with identifying behaviors, social, emotional, mental health, and other barriers to learning and implementing interventions that are responsive to student needs. Similar to academic concerns, a referral system is in place.

Examples of services and supports in this area include:

- Counseling
- Accommodations to the learning environment (preferential seating, quiet area, etc.)
- Modifications to the school day (scheduled breaks, daily check-ins, etc.)
- Parent Training/Consultation

Mindset for Teachers

- My students are capable.
- With the right support, they can solve their own problems.
- When my students misbehave, it is an opportunity to help them learn.
- Everyone in our community deserves respect, and I play an important role in modeling respect for all.

Mindset for Students

- I am capable of solving my own problems.
- I can fix my mistakes and become a better person and community member.
- My actions impact others.
- I can ask for help when I need it.
- I need my community, and my community needs me.

A restorative mindset prompts individuals to reflect on their own actions and their impact on others. It also includes collective responsibility, such as being willing to participate in conversations about how someone's actions impacted them and reflecting on whether there is any aspect of the matter at hand for which they had some responsibility.

Source: Turnaround for Children Toolbox

Successful restorative practices create space so that each interaction is handled in a way that accounts for student need, skill level, and context.

Source: Turnaround for Children Toolbox

Also see Lakewood's Restorative Practices Website for additional resources and content from prior trainings: https://sites.google.com/view/lakewood-restorative-practices?usp=sharing

MTSS FOR SOCIAL EMOTIONAL BEHAVIOR (SEB) HEALTH

Tier 2: Strategic Support

Students targeted for Tier 2 Interventions show evidence of problem behaviors that impact school success but can be appropriately addressed through efficient standard treatment approaches.

Tier 2 Interventions can be delivered by classroom teachers and include early-stage interventions that are easy to implement within classrooms, such as restorative conversations, brief individualized or small group discussions/reminders on expected behaviors & goals with positive behavioral supports in place.

Phase 1: Facilitate Student Reflection of the Incident
□ Tell me about what happened …
□ Tell me about why you think this happened …
□ Tell me about how you were feeling before, during, and after this event … □
What happened first, next, last?
□ What role did you play?
□ What makes you most upset about this?
□ Has this ever happened before?
□
Other:
□
Other:
Phase 2: Discuss Student Need and Plan to Address Needs
□ Was there something that you needed?
□ What did you wish would have happened?
□ At what point did you start feeling upset?
□ How might you have handled this differently? What was in your control?
□ How could I have helped you be more successful in this interaction?
□ If something similar happened in the future, what could we do to improve our outcome?
□ Other:
□ Other:
Phase 3: Plan to Restore Relationships
□ Who do you think has been affected by what you did?
□ How do you think they've been affected?
□ What impact did your actions have on the individuals in our classroom?
□ What impact did your actions have on our class community?
□ Do your actions accurately represent how you feel about that person or how you want to treat others?
□ How can you repair your relationships?
□ Beyond an apology, what steps could you take to fix the harm you caused?
□ When and how do you plan to take these steps?

Source: Turnaround for Children Toolbox

MTSS FOR SOCIAL EMOTIONAL BEHAVIOR (SEB) HEALTH

Tier 3: Intensive Support

Tier 3 supports are student-specific and may include various supports and interventions for students who continue to struggle behaviorally after Tier 1 and 2 supports have been provided.

The building Principal must approve a referral for Tier 3 Support and then forwarded to the Director of MTSS via the MTSS Referral form.

A Behavior Observation is conducted by the Guidance Counselor, SAC, or building-based Social Worker, if deemed appropriate by the MTSS School-Based Team.

Students identified for Tier 3 support must have a Tier 3 Individual Support Plan (ISP), created by the MTSS School-based Individual Support Team under the direction of the MTSS Director and Principal.

The Tier 3 Individual Support Plan (ISP) will help identify and better understand the purpose behind the student's behavior.

Based on the ISP, some examples of services a student may receive:

- Individualized counseling from the Guidance Counselor, SAC, and/or the School-based Social Worker.
- Tier 3, small group and/or individualized counseling during lunch/recess with the guidance counselor, school social worker or SAC.
- Individualized/family crisis counseling from an outside agency, if deemed appropriate.
- A School-Based Mentor.
- Intensive parent consultation and support.
- Therapeutic evaluation, if deemed appropriate.
- Accommodations as needed in the learning environment
- Continuation of Tier II counseling
- All Tier 1 Supports

Interventions will be assessed every 4-6 weeks with the MTSS School-Based Team to review goal progress and adjust interventions as needed.

Restorative Practices

The Lakewood School District is committed to implementing student discipline policies that are restorative, reflective, and growth-oriented, rather than punitive. Our goal is to ensure that students and families understand that behavioral interventions will focus on learning, accountability, and repairing harm.

Restorative approaches provide students with an opportunity to:

- Accept responsibility for their actions,
- Reflect on how their behavior has affected themselves and others,
- Understand why the behavior was harmful or inappropriate,
- Identify alternative actions for the future, and
- Engage in meaningful steps to restore trust and repair relationships.

For restorative practices to be effective, students must feel safe and supported enough to acknowledge their behavior and express a willingness to grow and make amends.

Using Restorative Language in Discipline Conversations

As Educators, we strive to use consistent, restorative language when addressing disciplinary concerns with students. Key questions include:

- What happened?
- Who was affected, and how?
- What part did you play in the situation?
- What would it look like if this issue didn't exist?
- What steps can we take to move forward in a better way?