

Your Role *as a family*

We're partners in your child's education.
Here's how you can help your student thrive.



Support attendance. Help your student arrive on time and ready to learn.



Reinforce expectations. Talk about respect and responsibility at home.



Reach out. If your student is struggling, contact the school.



Model respect. With staff, families, and students alike.



Your Rights *if your student is in trouble*

You are a partner in
every step of the process.



You'll be **told** what your student is accused of



Your student can **share their side** of the story



You can **talk with staff** before a suspension (unless there's an immediate safety risk)



You can **appeal** a suspension decision



Students with disabilities get **added protections**

The full Code of Conduct and Supports is available on our website at

rhnet.org/codeofconduct

or by scanning the QR code. If you have questions or concerns, please contact your child's school – the main office can help direct you if you are unsure where to start. We are here to support your student's success!



CODE OF CONDUCT *and supports*

2026-2027





You Belong Here!

Rush-Henrietta is dedicated to creating safe, equitable, and inclusive schools. Education is a shared responsibility, and parents/guardians are essential partners in supporting students' academic, social, and emotional growth. The Code of Conduct applies to everyone—students, staff, parents, and visitors—on school grounds, buses, and at both in-person and virtual school events.



Student Rights

All students have the right to a safe and supportive learning environment free from discrimination, bullying, and harassment.

- ✓ **Equal Access:** Students may participate fully in school activities and programs with equal access to necessary supports, free from discrimination or bias.
- ✓ **Respect & Safety:** Students can expect to be treated with dignity and respect by peers and staff, free from bullying or harassment, with the right to safely report concerns without fear of retaliation.



A Supportive Approach to Discipline

Rush-Henrietta views discipline as an opportunity for learning, focused on accountability, skill development, and growth rather than just punishment. Staff utilize progressive discipline and Multi-Tiered Systems of Support (MTSS) to handle behavioral mistakes.

When responding to student behavior, staff carefully consider unique factors, including:

- ✓ The student's age, developmental level, and individual learning needs.
- ✓ The context of the behavior and the student's disciplinary history.
- ✓ Any individualized plans in place (IEP, BIP, or Section 504 Plans).

Use of Consequences

Traditional consequences may be paired with instructional support, reflection, and Restorative Practices to help repair relationships.



Loss of Privileges: Students may temporarily lose school-based privileges in response to inappropriate behavior, depending on the behavior and the circumstances.



Extracurriculars: Participation in sports, clubs, and other activities may be affected by behavior that does not meet school or program expectations.



Suspension: This is a serious intervention used as a last resort when there is an immediate safety threat or severe disruption. The district minimizes suspension times to maximize learning, and will promptly provide alternative instruction.



We believe mistakes are chances to learn and grow. When something goes wrong, our first step is not punishment. It's support.

1 Teach

Talk about what went wrong and what should happen next.

2 Listen

Hear from the student and the family before deciding.

3 Repair

Make things right and rebuild trust with anyone affected.

4 Support

Help the student make better choices going forward.