Learning Community Charter School

Student Handbook
2026-2027

The ***Learning Community Charter School (LCCS) Student Behavior Code*** applies to any student who is on school property, who is in attendance at school, or who is at any school-sponsored activity.

The *LCCS Student Behavior Code* defines the expectations for student behavior. LCCS is committed to implementing the *LCCS Student Behavior Code* in a fair, unbiased manner. Parents are encouraged to review these protocols and reinforce them with their children.

Appropriate student conduct extends to all areas of the school and times of the day, including school-sponsored events, activities, and field trips. The same respectful behavior is expected at lunch, recess and after school as during regular classroom time.

STUDENT RIGHTS

Learning Community Charter School is a school in which everyone is expected and encouraged to work together to create a supportive learning environment that stresses cooperation and respect.

Students have the right to receive an education that allows for maximum personal growth and prepares them to be productive members of our society.

Students have the right to participate in all aspects of the school—regardless of race, color, creed, national origin, sexual orientation, or handicapping condition.

Students have a right to a safe and orderly school environment.

SCHOOL RULES

1. Respect yourself and others
2. Act responsibly and safely
3. Value the LCCS community

SCHOOL CORE VALUES

1. Strive for Growth
2. Be Accountable
3. Show Compassion

ATTENDANCE and LATENESS

Unless otherwise stated in the Individual Education Program (IEP) of a student, all students are expected to attend school regularly. Students who accrue 18 days of absences in one school year may be considered ineligible for promotion to the next grade.

If a child is to be absent, the parent should notify the school before 9 a.m. If the child has a communicable disease, such as pink eye or strep throat, a doctor's certificate is required for re-admission to class.

Families must notify the school well in advance of any unavoidable planned absences or to request an early dismissal. Lengthy or numerous absences can seriously affect a student's educational progress and their ability to remain enrolled at LCCS.

Families should not schedule vacations while school is in session. Absences due to vacation will be unexcused.

All class work and homework missed during absences must be made up as specified by the classroom teacher. In the event that a student's absences become excessive, a conference with the family will be called to consider ways to improve attendance.

In the event of excessive absences or tardiness, the school counselor will reach out to a family to assist in finding ways to address this issue.

Students may not leave school early on a regular basis in order to attend ongoing lessons or therapy appointments without clearance from a school administrator.

Tardiness interferes with a student's learning and interrupts the smooth workings of a classroom. Late passes must be obtained from the front desk if a student arrives after 8:10 a.m.

Lateness is recorded, kept on a permanent file, and is reflected in student progress reports and transcripts. As per Board of Trustees policy, 3 tardies will convert to an unexcused absence on a student's transcript.

PreK students must arrive by 8:10 A.M.

Excused Absences:

Absences are only excused due to student illness, religious observance, or bereavement.

Students may be legitimately absent from school for the following reasons. (Paper or electronic documentation is required in the instances listed below.)

· **Student Illness** (Written medical documentation is required after 3 days of an absence)

- Please note that if numerous absences occur within a month the school may request additional medical documentation or correspondence from the student's medical provider.

· Death in the immediate family (**four days**), funerals of other relatives or a family pet (**one day**)- Please provide a copy of an obituary or funeral program

· **State-approved religious observance**: The dates are listed here.
https://www.nj.gov/education/holidays.shtml

· **Court appearances** (Written documentation required)

· **Necessary or unavoidable medical or dental appointments** (Written documentation required)

· **High School Visits Excused Absences:** High school entrance and placement exams, High school interviews and auditions, Freshman for a day, High school scheduled tours, Orientation (written documentation required from the visited school with the date of attendance on the high school's letterhead.)

· **Quarantine**

· **Suspension**

· Alternate or short- or long-term accommodation for students with disabilities

When a student is absent from school due to illness, they will be unable to participate in any extra-curricular activities or programs held on the day of the absence.

GRADING and ASSIGNMENTS

For 3rd-8th grade:

Assignments handed in late will be penalized 10% of the total point value. After 3 days, late work will not be accepted and the student will receive a 0 for that assignment.

PowerSchool Grading Categories: 5% Homework, 20% Test, 10% Quiz, 20% Project, 35% Classwork, 10% Participation

DRESS CODE

The school's dress code is as follows:

- Proper and safe footwear is required at all times. All shoes must have closed backs. Athletic slides, Yeezy slides/foam runners, Crocs, UGG slippers, and footwear without a secured back are not permitted to be worn in the school building or during school hours.
- Hats, hoods, and other head coverings are not permitted to be worn in the school building or during school hours (unless for religious or medical purposes).
- Slogans, patches, and emblems that are obscene, promote violence, or any other illegal activity are not permitted in school or any school-sponsored activity.
- Students may not bring backpacks into the bathroom when seeking a bathroom break during class time.

If a student reports to school in clothing that does not conform to the dress code parents/guardians may be required to bring a change of clothes to school. In the case of inappropriate footwear, parents will be contacted to bring alternate shoes for their child. If a student continues to violate the dress code, a parent conference may be arranged with the Head of School.

USE OF ELECTRONIC DEVICES

During school hours, students in grades 5th to 8th are required to check their personal electronic devices into phone hotels located in their homerooms.

Electronic devices may be (but are not limited to): cell phones, smart watches, headphones, AirPods, music players, tablets, portable game consoles, etc. These devices often represent a distraction from successful academics and a serious atmosphere. Students who do not check their electronic devices into the phone hotels risk disciplinary consequences.

First offense - The parent must pick up the phone from school. The student receives detention.

Second offense - The parent must attend a meeting to retrieve the phone. The student receives two detentions.

Third offense - Upon arrival to school, the student will be required to turn their phone in to a designated staff member or administrator. Other disciplinary consequences may be given.

Pre-k - 4th grade students are not permitted to bring any personal electronic devices into school.

If a student requires noise-canceling headphones, LCCS will provide non-electronic noise-canceling headphones to the student.

Students' personal laptops and tablets should not be brought to school.

LCCS does not accept responsibility for lost or stolen personal electronics. Parents who need to reach their children during the school day to address an emergency should contact the front desk.

SOCIAL NETWORKING

Social networking is not permitted during school hours for students. Furthermore, social networking outside of school that adversely impacts students, faculty, or the community at large may result in disciplinary action. Students may not post images taken from school on social media sites or use the school logo for personal use.

TECHNOLOGY ACCEPTABLE USE POLICY

LCCS provides student access to Information and Communication Technology for educational communication, research, and other instructional purposes. Acceptable use of the LCCS I.C.T. Network must be consistent with the educational objectives of the school and must be for an assignment, project, or research related to the user's schooling or school responsibilities.

With access to information and communication technology, there also comes the availability of material that will not be considered to have educational value in the context of the school setting. LCCS firmly believes that the value of information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the school. LCCS has installed internet filtering software in an attempt to block user access to inappropriate material on the Internet. However, no system is perfect; on a global network, it is impossible to control access to all materials that are objectionable or inappropriate.

All students are responsible for their actions and activities while using the network and are required to exhibit ethical, efficient, and legal use of computer network resources. Each student having LCCS

I.C.T. network access will participate in a discussion with his or her teacher or staff member, regarding acceptable behavior and use of the network. In addition, it is required that teachers and staff members directly supervise and monitor all students I.C.T. sessions as they would any other classroom activity.

Examples of prohibited activities include, but are not limited to:

- engaging in illegal activities
- committing copyright violations
- plagiarizing online material
- pirating software
- violating the privacy of individuals
- sending or accessing pornographic material, inappropriate information, or viruses
- using the network in such a way that would disrupt the use of the network by other users
- using vulgar, abusive, or any other inappropriate language when communicating with others
- revealing personal information (address, phone number, social security, etc.) to others
- altering passwords and desktop settings
- purposely damaging or altering devices
- Use of artificial intelligence to harass, intimidate, or extort students, faculty, or the LCCS school community.
- Creation of false social media accounts from the school, LCCS students or faculty
- The use of artificial intelligence in completing school work without receiving permission from the teacher who created the assignment.

Students have the responsibility of:

- Reporting any of the following to a teacher or staff member: If he/she receives or obtains information to which he/she is not entitled; If he/she knows of any inappropriate use of the network by others; If he/she believes the filtering software is not filtering a site or sites that should be filtered under this agreement.
- Reporting information regarding a threat or potential act of violence towards LCCS, an LCCS student, or a faculty member during/after school hours.
- Refraining from overuse of connection time, information storage space, printing, or processing capacity. Students must request permission before downloading any program or file. Students must obtain permission from a teacher/staff member before subscribing to any newsgroups or lists. Users should regularly delete unneeded files and/or folders from their accounts on the LCCS I.C.T. Network. Students should save information to the appropriate space on the file server or individual flash drives and should refrain from using local hard drives for such storage.
- Using their time efficiently.

Using the LCCS I.C.T. Network is a privilege, not a right. If a student violates any of the acceptable use provisions outlined in this document, his or her ICT access may be terminated and future access may be temporarily or permanently denied. Depending on the nature of the violation, there may be further discipline.

FOOD and BEVERAGES

Students should bring a reusable water bottle to school with their name on it with them daily.
The only drink students may bring into school is water.
Gum, candy, and the sharing of personal food brought from home for lunch or during snack time is not allowed.

Students who repeatedly do not follow rules associated with food and drink at school will receive detention.

EQUALITY AND EQUITY POLICY

Learning Community Charter School recognizes and values the diversity of persons and groups within society and promotes the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status; and promotes equal educational opportunity and fosters a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. To do so, LCCS:

- Provides equal and bias-free access for all students to all school facilities, courses, programs, activities, and services.
- Provides instruction and curriculum that addresses the elimination of discrimination by narrowing the achievement gap and by providing opportunities for students to interact positively with others.
- Teaches multiculturalism in the curriculum through the instructional content, materials, and methods.
- Provides counseling services to all persons and uses unbiased materials and tests.
- Ensures that the physical education program and its athletic programs provide equal opportunities for students of all genders to participate in sports at comparable levels of difficulty and competency.

BULLYING POLICY

LCCS recognizes that all members of the school community, including students and staff, have a right to learn and work in a safe and civil environment. We recognize that bullying, harassment, and intimidation have a negative effect on the learning process. Students who are intimidated and fearful cannot give their education the focus needed for success. In fact, bullying can also lead to more serious violence. LCCS prohibits and does not tolerate acts of harassment, intimidation, or bullying on school grounds or at any school activity—on or off campus. Such acts are gravely inconsistent with Learning Community Charter School's efforts to provide a safe learning environment.

"Harassment, intimidation or bullying" means any gesture or written, verbal or physical act that takes place on school property or at any school activity—on or off campus—and that is motivated by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; age; gender; sexual orientation; gender identity and expression; marital status; a mental, physical or sensory disability, or any other distinguishing characteristics *or* creates a real or perceived power imbalance; and

(a) has the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
(b) has the effect of insulting or degrading any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Bullying is a pattern of abuse or a single event. Bullying may include, but is not limited to: harassment; physical intimidation or assault; extortion; oral or written threats; teasing; put-downs; name-calling; threatening looks; gestures or actions; spreading cruel and/or false rumors/accusations; and social isolation. Bullying also applies to the use of school property (i.e. school computers) or

wireless devices on school grounds and may include cyber-bullying (i.e. the use of computers to harass, intimidate or bully).

Any incident of harassment, intimidation, or bullying must be reported immediately to the Head of School for investigation.

Upon receipt of a harassment, intimidation, or bullying complaint, the Head of School or designee will contact the parents of the aggressor(s) and the parents of the victim(s).

The Head of School or designee will interview the students involved and conduct a complete and thorough investigation.

Each incident will be judged on an individual basis. Actions to address the situation will include appropriate consequences and remedial responses to a student or staff member who commits one or more acts of harassment, intimidation, or bullying.

Consequences for this behavior include but are not limited to: detention; being denied participation in class and/or school activities; and suspension. Depending on the severity of the event, these consequences can be instituted in combination.

LCCS forbids reprisals or retaliation against any person who reports an act of harassment, intimidation, or bullying. Any student or staff member who retaliates against another for reporting such an incident may be subject to the appropriate consequences. Furthermore, any student or staff member who falsely accuses another as a means of retaliation, or as a means of bullying, harassment, or intimidation, may also be subject to appropriate consequences.

Since students learn by example, the administrators, faculty, staff, and volunteers at LCCS are the models for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying. Classroom teachers support this endeavor by teaching conflict resolution skills, active listening skills, and strategies for finding solutions when conflicts arise. Furthermore, it is the responsibility of school administrators and staff to respond clearly, appropriately, and effectively to all reports of bullying.

ZERO TOLERANCE POLICY

Students who bring weapons to school or commit significant acts of violence against a student or staff member will be removed from the school building immediately, at the discretion of the Head of School or designee.

The police will be called and the parent notified if a student is found to be in possession of a weapon or if a terroristic threat has been made. Students who bring weapons to school will be required to empty the contents of their backpacks every morning under the supervision of two LCCS staff members. Depending on the incident, the age of the student, and the recommendations of the Child Study Team, the student will be assigned to an alternative education setting for at least 10 days or in more serious cases, for a minimum of one year or permanent expulsion from school.

COPING TOOLS

Prior to invoking formal discipline, it is important that staff members remind students of coping tools they may use. Students are provided with the following coping tools to help them follow school rules:

- Avoid conflict by asking the person to stop, walking away, and/or seeking help from a teacher or adult.
- Avoid calling out by raising your hand, writing down your thoughts, and/or waiting to talk to a teacher or student later.
- Avoid talking off-topic by discussing topics during lunch, recess, or after school, requesting a different group to be with, or requesting a seat change.
- Avoid arguing with an adult by finding an appropriate time to speak to an adult (after class, during recess/lunch, or after school), telling an adult what is wrong without yelling, telling an adult how you feel, and/or telling an adult what you would like to see happen or what you would like to do in order to feel better.
- Avoid angry outbursts by explaining how you feel before acting out how you feel, telling an adult that you need help to calm down, and/or finding an appropriate time to speak to another adult.

In addition, LCCS teachers help students to develop and use the following conflict resolution skills: taking turns to listen and talk, restating what the other party says, and developing a solution or possible alternatives to prevent the problem from happening again. As a result, students get a better understanding of their role in solving conflicts.

RECOGNIZING BEHAVIOR THAT EMBODIES CIRCLE VALUES
To recognize exceptional conduct, students are recognized with CIRCLE awards when they demonstrate the six values that spell CIRCLE: Community, Independence, Respect, Courage, Leadership, and Effort. CIRCLE meetings are held regularly to stress the importance of these values.

DISCIPLINARY AND INTERVENTION MEASURES
Corrective action taken by school personnel will vary according to the age and developmental level of the student, as well as the circumstances that are related to specific behavioral problems. Whenever possible, children are encouraged to work out their everyday disagreements peacefully through a conflict resolution/peer mediation system. This teaches respect for others thoughts and ideas as well as responsibility for one's actions.

There are times when our families will need to become part of our intervention measures. Parents should be prepared in the case of their child's suspension from school to attend school with their student upon return for the entire school day.

SECTION I: Rights and Responsibilities in the School Community

Learning Community Charter School is dedicated to creating and maintaining a positive learning environment for all students. All members of our learning community—including students, educators (teachers, administrators, and support personnel), and parents must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

Those responsibilities include, but are not limited to, the following:

Students have the responsibility to:

1. Take responsibility for their learning and recognize that it is a process.

2. Attend school regularly, arrive on time, and be prepared to learn.

3. Respect yourself and others in the class, on school grounds, on buses, and at any school-related activity.

4. Respect the rights and feelings of fellow students, parents, staff, visitors, and guests.

5. Work within the existing structure of the school to address concerns.

6. Know and comply with school rules and policies.

7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

Parents have the responsibility to:

1. Take responsibility for their child's development as learners by, as much as possible, providing a home environment suited for learning and developing good study habits.

2. See that your child attends school regularly and on time.

3. Provide for your child's general health and welfare as much as possible.

4. Teach and model respect for yourself, your child, and all members of the school community.

5. Support the school's efforts to provide a safe and orderly learning environment.

6. Know and support the school rules and policies and work within the existing structure of the school to address concerns.

7. Advocate for your child and take an active role in the school community.

8. Respect traffic laws and rules on the streets surrounding the school.

9. Schedules vacations when school is not in session.

Educators have the responsibility to:

1. Take responsibility for students' development as learners, including their academic success and positive social-emotional development, recognizing that children should be subject to behavior management and discipline policies appropriate to their ages and levels of understanding.

2. Model and provide a mutually respectful and accountable atmosphere for learning that includes all members of the school community.

3. Cooperate and schedule conferences with students, parents, and other school personnel in an effort to understand and resolve academic and behavioral problems.

4. Keep parents informed of their students' challenges, efforts, and successes.

5. Encourage students to participate in the classroom, extracurricular, and other school-related activities.

6. Know and enforce the rules and policies consistently, fairly, and equitably.

7. Participate in formulating rules and procedures and other learning and developmental opportunities in the school.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish.

When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Recognizing the importance of keeping students in school learning as much as possible, educators will consider the severity or repetition of misconduct, age and grade level of the student, circumstances surrounding the misconduct, impact of the student's misconduct on others in the school community, and any other relevant factors in determining how they will address misconduct.

The Code of Student Conduct will be administered fairly, without partiality or discrimination. Students with an Individualized Education Program (IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply.

SECTION II: Violations of the Code of Conduct and the school community responses

Rights relate to individual responsibilities and must be seen in relation to the safety, health, and welfare of all members of the school community. Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community.

Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom or safety of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom.

All students must recognize the consequences of their language, manners, and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to

promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following charts list actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected.

The disciplinary actions contained in this booklet apply to all students, including special education students. However, due to the unique needs of special education students and federal and state laws, the procedures determining the appropriate disciplinary action will vary somewhat from regular education when a special education student is involved.

If a specific consequence is not stated for a violation of a particular rule, then reasonable disciplinary actions may be taken at the discretion of the administration. Actions may range from a verbal warning to a recommendation for expulsion depending on the nature and severity of the offense, the prior behavior records for the student, the recommendation of school personnel, and other relevant circumstances.

The school will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school.

Infraction Number		Level 1	Level 2	Level 3
1	**Excessive Absence or Tardiness:** Students are expected to attend class every day that school is in session, in accordance with our attendance policy. Excessive or habitual tardiness and absence interrupts the academic, social, and emotional growth of students.	X	X	
2	**Cheating/Academic Misconduct:** A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other discipline.	X	X	
3	**Defacement of Property:** A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement.	X	X	
4	**Destruction of Property:**		X	X

	A student will not intentionally cause the destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, throwing items out of windows, and damaging school equipment to the point where repair is necessary are acts of property destruction.			
5	**Disorderly Conduct:** A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.	X X	X X	X X
6	**Failure to Serve Assigned Detention:** A student will not fail to serve an assigned detention of which students and/or parents/guardians have been notified.		X	
7	**Fighting:** A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated. Planned assaults and attacks on others are subject to a level 3 offense and may result in a long-term suspension beyond 10 days.		X	X
8	**Inappropriate Dress and Grooming:** A student will not dress in a manner that is detrimental to the health, safety, or welfare of themselves or others. See the LCCS Student Dress Code.	X	X	
9	**Inappropriate Use of Electronic Communication Devices:** Students in grades 6-8 may possess a cell phone or other electronic communication device while at school provided	X	X	

	that during school hours and on a school vehicle the cell phone or electronic communication device remains off/silenced and placed in the school's designated phone hotels unless authorized school personnel have given students permission to use them. Students in grades PreK-4 are not permitted to have electronic communication devices at school.			
10	**Insubordination/Unruly Conduct:** A student will not ignore or refuse to comply with directions or instructions given by school authorities. Behaviors such as: refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location when instructed by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.	X	X	
11	**Profanity and/or Obscenity Toward Students:** A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any other student. Creating or using fake images of students is presumptively harassing conduct and could result in serious discipline, up to, and including expulsion.	X	X	X
12	**Profanity and/or Obscenity Toward Staff:** A student will not verbally, in writing, electronically, or with photographs/drawings direct profanity or insulting, obscene gestures toward any school staff members or other adults.		X	X
13	**Technology Abuse:** A student will not violate the school's "Acceptable Use Policy."	X	X	
14	**Theft or Possession of Stolen Property:** A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property that does not belong to the student.		X	

15	**Harassment, Intimidation, and Bullying:** First Offense	X	X	
	Repeated incidents targeted at the same person or other people. Using fake images of students is presumptively harassing conduct and could result in serious discipline, up to, and including expulsion. Creating fake social media accounts of students, faculty, or LCCS is subject to suspension or further disciplinary action.		X X	X X
16	**Drug/Alcohol Violation:** Under no circumstances are any drugs, alcohol, or cigarettes (including e-cigarettes, vape pens, etc) to be on school property. A student will not use, possess, or distribute such substances. Students will not distribute over-the-counter medications or substances to others. Over-the-counter medications and substances must be cleared by our school physician. Students who use, possess, or distribute drug/alcohol substances may be required to empty the contents of their backpacks daily under the supervision of two LCCS staff members. Parents will be notified if their child is found to have used, possessed, or distributed drugs/alcohol.			X

LEVEL I DISCIPLINARY ACTION:

Level I Misconduct Violations are addressed immediately in the classroom, hall, lunchroom, and other school areas by attending staff. The parent /guardian shall be made aware of the violation at the discretion of the teacher or staff. The teacher or staff will document the violation and response in PowerSchool. Examples of possible responses follow below. In-school interventions should be used.

LEVEL II DISCIPLINARY ACTIONS:

Level II Misconduct Violations may require a referral to an administrator or designated school personnel. A referral may also be made to a school support system, such as the Intervention and Referral Services Team. Violations will be monitored for increasing intensity and are cumulative in nature.

Depending upon the severity of the situation, the following steps will take place:

1. Teacher or staff member completes an Incident Report (IR).

2. When the situation has de-escalated, a Restorative Plan may be developed cooperatively and given to all parties, including the parent/guardian.

3. Appropriate in-school interventions will be utilized. This may include detention after school for students in grades 5-8 during lunch/recess or both. Based on the severity of the situation, detention may be for more than one day. Detention at LCCS always focuses on the student engaging in a restorative process to accept responsibility for their actions and to consider ways to repair any hurt or damage caused.

4. The teacher or administrator will contact the Parent/Guardian.

5. If the behavior is repeated or becomes habitual (or if deemed necessary by the severity of the situation), a Teacher-Student-Parent/Guardian-Administrator conference is mandatory and scheduled immediately. The Parent/Guardian is informed of further consequences should violations continue to occur. Parent(s)/Guardian(s) who do not attend the conference shall be notified, in writing, of potential consequences.

LEVEL III DISCIPLINARY ACTIONS:

Response to Level III Behaviors may include removing the student from the classroom or school environment because of the seriousness of the behavior. In this situation,

1. Administrator contacts the Parent/Guardian (phone call or email) regarding suspension before the suspension is implemented.

2. Length of suspension generally not to exceed three (3) school days but is at the discretion of school administration. Severe circumstances may warrant suspension for a longer period of time but are not to exceed ten (10) school days. A student suspended from school is not allowed to attend school or any school-related activity for the suspension period. The student shall be assigned homework during the suspension period for completion and submission to the classroom teacher on the day of readmission. Return from suspension may require a parent to attend classes with the student for the entire day of school. Parents will be informed of the day to attend classes with their child. A student may not return to school from a suspension without the parent joining them throughout the school day.

5. A referral will be made to the Intervention and Referral Services team for the purpose of developing appropriate interventions and plans to help resolve a behavioral problem. The team may assist in planning for the student's return and future success at school after serving a suspension.

6. Parent/Guardian-Student-Administrator conference is required with each out-of-school suspension.

** Under certain circumstances, it may be determined that a higher level of consequence may be necessary. For example, after a first violation, a consequence listed for a second violation may be put in place, depending on the severity of the infraction. The Head of School or designee will determine if this is necessary. **

POSSIBLE LEVEL I AND LEVEL II INTERVENTIONS

In response to disciplinary violations or conflict, staff shall use a continuum of strategies that are restorative rather than punitive. School Staff and Administrators shall use restorative and other positive responses except for the most serious and dangerous offenses when exclusion from school is absolutely necessary to protect the safety of the school community.

RESTORATIVE PRACTICES:

A continuum of strategies includes, but is not limited to the following:

Affective Statements – One-on-one informal conversations that are held as an immediate response or follow-up to an action that has somehow caused harm to help the student correct the behavior in the present and future. The statements provide a precise and respectful description of a student's behavior and the specific impact of those behaviors, delivered at a time to maximize impact.

Restorative Questions – A standard set of questions that ask the wrongdoer to identify what has happened, who has been harmed, what harm was done, and what needs to be done to make things right.

Impromptu Conference – A structured conversation to ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.

Restorative Circles – Spaces in which participants take turns speaking to a topic, guided by at least one circle keeper, using a talking piece, and going around to ensure that everyone has an equal opportunity to speak. There are many different types of circles that can be used to promote a positive learning environment and deal with issues as they arise.

Restorative Conferencing – A facilitator leads those who were involved in an incident, whether they were harmed or did the harm, as well as their supporters in a face-to-face process. This process aims to address the harm, make things right and prevent reoccurrence and is based on the ideas of restorative practices and mutual accountability, resulting in a signed agreement.

OTHER IN-SCHOOL INTERVENTIONS:

Collection of Unauthorized Materials: School administrators and teachers may collect materials that students are prohibited from possessing during the school day, for example, cell phones, iPads, smartwatches, laser pointers, and other electronic devices.

Conference between Student and Teacher: A discussion about changes in behavior or conflict management skill-building activities.

Contract with Student: A written statement developed collaboratively between the student(s) and adult(s) involved, listing steps to be taken by the student to improve behavior, the date for a review, and the consequences if the contract is not honored.

Communication to Parent/Guardian: Notification to the parent/guardian of a meeting by phone or email that a behavior problem exists, the action taken, expectations for future behavior, and necessary follow-up.

Parent/Guardian Attending School with a Student: There are times when a student is causing significant disruption to school to school that may require a parent/guardian to attend school with their child for a day.

Conference with Parent/Guardian, Student, and Teacher: A meeting or telephone conversation with staff, parent/guardian, and student to discuss student achievement and unacceptable conduct, better ways of behavior, and a plan for future behavior.

Exclusion from Extracurricular Activities: This action denies the student the opportunity to participate in extracurricular activities for a specified period of time.

Official Warning to the Student: A written notice to the student specifying the action to be taken if the same or similar misconduct is repeated within a stated period of time. A copy of the notice should be sent to the parent/guardian and one kept for the record.

Special Assignment: Assignment to an activity or program that builds awareness, knowledge, and skills to meet similar situations more positively.

Referral to Intervention and Referral Services Team: The Intervention and Referral Services Team provides relevant information and makes recommendations to meet the student's needs. Actions may include counseling, classroom interventions, evaluation or assessment and/or participation in a school-based support group, etc.

Time-In System: A program that assigns a student to a different location in the classroom or building, preferably with a safe adult, coordinated by staff members, teachers, or school administrators.

Other School Authorized Activities: Other appropriate actions, such as community service, which comply with school policies and administrative regulations, may be carried out in conjunction with the school's discipline management plan. Parents/guardians will be given 24-hour notification, and are responsible for transportation.

After-School Detention: Students are required to be in school for up to one hour after the regular school day on the Monday,Wednesday or Friday immediately following the violation(s) of the Behavior Code. Parents/guardians will be given 24-hour notification, and are responsible for transportation.

Based on severity, consequences for some offenses supersede the guidelines listed above. Appropriate discipline in those cases is to be determined by the Head of School or designee.

All students who are involved in a physical conflict or engage in a severe safety violation (such as pulling a fire alarm or violation of the *Zero Tolerance Policy*) will receive an automatic one-day or more suspension.

Suspension / Administrative Response- A student may be sent home from school for the remainder of the day or directed to remain out of school for several days while school is in session. This decision will be made by the Head of School. The Head of School will communicate the suspension to the parent or guardian and meet with the parent/guardian and student before the child is re-admitted to class. At that time there will be a discussion about how the student will effectively reenter the LCCS community by taking responsibility for his or her actions and identifying a way to address some of the issues that caused the suspension and to provide support to avoid such actions moving forward. In the case of parents attending school with the student after a suspension the student may not return to school until a parent or guardian attends school with them.

Extended Suspension- In some cases, the suspension may warrant an extended period of time. This decision will be made by the Head of School. The Head of School or designee will communicate the suspension to the parent or guardian and meet with the parent/guardian and student before the child is re-admitted to class. At that time the Head of School or designee will inform them of the next step.

Keep the LCCS Student Behavior Code for your records, and please return this page to your child's homeroom teacher. The LCCS Student Behavior Code is subject to revision at the discretion of the school administration.

I have reviewed the **LCCS Student Behavior Code** with my child. I understand that my child will be held accountable for all the policies, procedures, and rules outlined in this document.

_____	_____
Parent/Guardian Name (Print)	Child Name (Print)
_____	_____
Parent/Guardian Signature	Child Signature