

 Meadows Arts and Technology Elementary School	Student Code of Conduct and Disciplinary Policy	
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Reference Number: SN-SCC-02212017	Original Author: MATES Board	Policy Status: Active

PURPOSE:

Values and character education development usually occurs over a number of years and within a number of environments. As students progress through their foundational school years, it is important that their education provide instructional opportunities, explicit and implicit, that help them develop their beliefs about what is right and good.

When student misconduct occurs that runs contrary to the best interests of Meadows Arts and Technology Elementary School (“MATES”) and fellow students, disciplinary procedures are necessary to control and/or correct the misconduct. This Student Code of Conduct and Disciplinary Policy have been established in order to promote learning/character development and protect the safety and well being of all students at MATES including creating an environment free of harassment on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the bases of a person’s association with a person or group with one or more of these actual or perceived characteristics.

SCOPE:

This Student Code of Conduct and Disciplinary Policy include the following components:

- Definition of the MATES Behavioral Core Values.
- Definitions of misconduct and problem behaviors.
- Guidelines for appropriate use of initial and escalated disciplinary measures, parent/guardian notification requirements, and staff/teacher roles and responsibilities related to student code of conduct and discipline.
- Requirements for an annual Student Code of Conduct and Disciplinary Policy communication plan.

GENERAL POLICY STATEMENT:

The MATES Board of Directors (“Board”) believes that there is a core list of values and character education concepts that should be incorporated into its programs.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, and suspension and expulsion. The MATES Executive Director (“Director”) and staff hold authority to fully define, adjust, manage and monitor student discipline procedures as necessary to minimize student misconduct and augment defined value and character education programs.

Disciplinary procedures will be used when there is conduct that endangers or could result in endangering students, staff, or others, including, but not limited to physical violence, possession of a firearm or other weapon, terrorist threats, discrimination,

harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

All school personnel are responsible for adhering to this policy to affect the control and proper conduct of students while under the legal supervision of the school.

Suspension and expulsion policy falls under the authority of the MATES Board of Directors ("Board") and is fully defined by the Suspension and Expulsion Policy.

POLICY DETAILS:

1. MATES Behavioral Core Values – MATES has established the following core values to signify what each member of the MATES community should strive for in their actions.

The "HEART" of an Eagle

H ~ have courage to do what is right

E ~ each person is responsible for their actions and words

A ~ achieve your personal best - don't settle for less!

R ~ respect yourself, your peers, and authority

T ~ take time to be friendly, giving, and caring.

- 1.1. The Executive Director, or designee, will develop mechanisms to incorporate the MATES Behavioral Core Values into school curriculum, recognition and auxiliary programs.

2. Use of Positive Behavioral Reinforcement

- 2.1. MATES supports the use of frequent positive reinforcements to students who behave appropriately. MATES staff should make themselves visible, seek out students who are behaving responsibly and strive to create a positive environment throughout the school. Positive reinforcements can be provided to students, groups of students, or to an entire class. Although not limited to the following, reinforcements can take the form of:

- 2.1.1. Praise

- 2.1.2. Awards

- 2.1.3. Positive notes to parents

- 2.1.4. Positive phone calls to parents

- 2.1.5. Special privileges

3. Problem Behaviors

- 3.1. The following misconduct levels should be consistently applied by all staff members.

- 3.1.1. It is expected that some latitude may be given to kindergarten and 1st grade students given their young age and maturity level.

- 3.1.2. A student identified as an individual with disabilities or for whom MATES has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same

grounds for discipline applicable to regular education students except when federal and state law mandates additional or different procedures.

3.2. In determining the Misconduct Category and level of severity, the Executive Director, or designee, and staff will take into account factors including but not limited to root cause events contributing to the act of misconduct, the stated or perceived intent of the student, and/or the extent of injury or damage caused by the act of misconduct.

3.3. Minor Acts of Misconduct - Addressed directly by classroom teacher, specialist or campus supervisor.

3.3.1. Inappropriate Language – including but not limited to:

- 3.3.1.1. Single occurrence of swearing
- 3.3.1.2. Name calling
- 3.3.1.3. Verbal arguments
- 3.3.1.4. Negative comments
- 3.3.1.5. Impolite language

3.3.2. Physical Contact – including but not limited to:

- 3.3.2.1. Minor Pushing / Shoving
- 3.3.2.2. Bumping (intentional)
- 3.3.2.3. Inappropriate touching of another
- 3.3.2.4. Grabbing of back or hood of another's clothing

3.3.3. Defiance – including but not limited to:

- 3.3.3.1. Stubborn behavior
- 3.3.3.2. Breaking class or playground rules
- 3.3.3.3. Minor Talking Back
- 3.3.3.4. Lack of Participation (including lineups for class)
- 3.3.3.5. Entering restricted area (e.g. vacant classroom without teacher present, behind classroom pods during recess, etc.).

3.3.4. Disruptions – including but not limited to:

- 3.3.4.1. Making Excessive Noise
- 3.3.4.2. Yelling Out
- 3.3.4.3. Disruption during Instruction
- 3.3.4.4. Constant Talking
- 3.3.4.5. Not respecting personal space of others

3.3.5. Property Misuse – including but not limited to:

- 3.3.5.1. Ripping Books (intentional)
- 3.3.5.2. Breaking pencils, crayons or classroom toys (intentional)
- 3.3.5.3. Throwing small objects / food
- 3.3.5.4. Pushing furniture (maliciously)
- 3.3.5.5. Writing on desks, books, etc.
- 3.3.5.6. Going into another person's desk or backpack (uninvited)
- 3.3.5.7. Disregard for or misuse of playground equipment (e.g. purposely kicking balls over fence)

3.4. Moderate Acts of Misconduct – Addressed directly by classroom teacher, specialist or campus supervisor. Includes parent notification.

3.4.1. Any repeat occurrence of a Minor Act of Misconduct within one month of the initial infraction.

3.4.2. Inappropriate Language including but not limited to:

- 3.4.2.1. Single/Isolated occurrences of Taunting
- 3.4.2.2. Single/Isolated occurrences Threats / Intimidation

3.4.3. Physical Contact - including but not limited to:

- 3.4.3.1. Kicking
 - 3.4.3.2. Spitting
 - 3.4.3.3. Play fighting resulting in an injury
 - 3.4.3.4. Slapping
 - 3.4.3.5. Hitting others
 - 3.4.3.6. Rock throwing (See Major (3.5.7.1) if done with intent to hit others)
 - 3.4.4. Defiance - including but not limited to:
 - 3.4.4.1. Arguing with others and not complying with redirection
 - 3.4.4.2. Talking back in rude or sarcastic manner.
 - 3.4.4.3. Defiance of verbal directions
 - 3.4.4.4. Running away from acts of misconduct
 - 3.4.5. Property Misuse - including but not limited to:
 - 3.4.5.1. Throwing objects of value
 - 3.4.5.2. Destruction of peer, teacher or school property
 - 3.4.6. Academic Dishonesty
 - 3.4.6.1. Academic Dishonesty is defined as a deliberate attempt to misrepresent another's work as one's own.
 - 3.4.6.2. Dishonesty during tests includes unauthorized communicating; copying materials, or allowing another student to copy; using prohibited notes or devices; obtaining prior knowledge of test content; and/or removing or distributing all or part of any test.
 - 3.4.6.3. Copying another person's assignment, plagiarism, or submitting a paper or project which is not one's own work, and submitting falsified information for grading purposes are also examples of academic dishonesty.
- 3.5. Major Acts of Misconduct – Must involve Executive Director or other administrative designee.
- 3.5.1. Any third occurrence of a previously committed Minor Act of Misconduct within one month of the initial infraction.
 - 3.5.2. Any repeat occurrence of a Moderate Act of Misconduct within one month of the initial infraction.
 - 3.5.3. Inappropriate Language – including but not limited to:
 - 3.5.3.1. Excessively vulgar language
 - 3.5.3.2. Severe verbal threats against anyone
 - 3.5.3.3. harassment on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the bases of a person's association with a person or group with one or more of these actual or perceived characteristics.
 - 3.5.3.4. Threats of violence of any nature
 - 3.5.4. Bullying
 - 3.5.4.1. MATES is committed to protecting its students from bullying for any reason and of any type. All MATES students are entitled to a safe, equitable, and harassment-free school experience. Bullying will not be tolerated and shall be just cause for disciplinary action.
 - 3.5.4.2. Bullying is defined as the systematic and chronic inflicting of physical hurt or psychological distress on one or more students and may involve, but is not limited to: Unwanted teasing, Threatening, Intimidation, Physical violence, Public humiliation and Social exclusion.

- 3.5.4.3. Cyber-bullying, as defined in the Student Acceptable Use & Internet Safety Policy, will also not be tolerated and is subject to disciplinary action.
 - 3.5.5. Physical Contact – including but not limited to:
 - 3.5.5.1. Choking of another
 - 3.5.5.2. Physical intimidation of faculty/staff
 - 3.5.5.3. Sexual assault
 - 3.5.5.4. Fighting / Physical Assault
 - 3.5.6. Defiance – including but not limited to:
 - 3.5.6.1. Walking out of Classroom
 - 3.5.6.2. Leaving your class while in non-classroom setting
 - 3.5.6.3. Leaving school building/grounds without permission
 - 3.5.7. Disruption – including but not limited to:
 - 3.5.7.1. Throwing objects with intent to hit others
 - 3.5.8. Property Misuse – including but not limited to:
 - 3.5.8.1. Stealing from peers / adults
 - 3.5.8.2. Vandalism
 - 3.5.8.3. Major Graffiti
 - 3.5.8.4. Setting Fires
 - 3.5.8.5. Use of combustibles (firecrackers, snaps, etc.)
 - 3.5.9. Other – including but not limited to:
 - 3.5.9.1. Possession of weapons
 - 3.5.9.2. Alcohol / drug possession
4. Guidelines for Administering Discipline to Students
- 4.1. Responsibility for Administering Discipline
 - 4.1.1. All school personnel are responsible for the control and proper conduct of students while under the legal supervision of the school.
 - 4.1.2. Executive Director Role in Administering Discipline
 - 4.1.2.1. The Executive Director is responsible for developing, maintaining and applying the programs, procedures, organization and culture necessary for effective administration of discipline. This can include but is not limited to the following:
 - 4.1.2.1.1. Defining and enforcing school rules to facilitate effective learning and promote good citizenship.
 - 4.1.2.1.2. Communicating school rules to new and continuing students at the start of the school year and transfer students at the time of enrollment.
 - 4.1.2.1.3. Supporting teachers and staff in their efforts to promote improved and acceptable student behavior.
 - 4.1.2.1.4. Notifying parents/guardians of student offenses considered Major Acts of Misconduct.
 - 4.1.2.1.5. Maintaining documented records of deviant student behavior as a means of guiding the students, a record for parental conferences, as reference for reporting to authorized agencies and as supporting documentation for suspension/expulsion when necessary.
 - 4.1.3. Classroom Teacher Role in Administering Discipline – teachers shall:
 - 4.1.3.1. Develop and enforce a set of classroom regulations that facilitate effective learning and promote good citizenship.

- 4.1.3.2. Cooperate with the Executive Director, or designee, staff and other classroom teachers in enforcing general school rules and appropriate campus behavior.
- 4.1.3.3. Follow procedures outlined in this policy and other school documentation in the handling of discipline problems for which he/she is directly responsible.
- 4.1.3.4. Make prompt referrals when a student's conduct and record indicate that more than routine behavioral controls are needed.
- 4.1.3.5. Remove any student whose behavior seriously disrupts the learning atmosphere of the class.
- 4.1.4. Additional Roles in Administering Discipline:
 - 4.1.4.1. Specialists should act in the role of Classroom Teacher specified in this policy when students are assigned to them.
 - 4.1.4.1.1. Physical Education specialists are required to develop and execute a program that teaches consistent rules for sports and game activities expected to be performed during physical education periods, lunch or recess.
 - 4.1.4.2. Campus Supervisors (Yard Aides) should cooperate with the Executive Director, or designee, staff and other classroom teachers in enforcing general school rules and appropriate campus behavior.
- 4.1.5. Parent Role in Administering Discipline;
 - 4.1.5.1. Parents play a critical role in establishing a foundation of behavioral development with their children. In support of this, parents will be required to do the following:
 - 4.1.5.1.1. Review, sign, have their child(ren) sign and return the Student Code of Conduct acknowledgement provided to them at or near the start of each school year.
 - 4.1.5.1.2. As necessary, review, sign, have their child(ren) sign and return any Behavioral Contracts or MATES Discipline Documentation/Referral Forms ("Discipline Form") developed for their child.
 - 4.1.5.1.3. Actively participate in any requested conferences with teachers or school administrators related to their child's behavior.
 - 4.1.5.1.4. Cooperate with the Executive Director, or designee, classroom teachers and school staff in enforcing general school rules and appropriate campus behavior.
 - 4.1.5.1.5. Actively support the MATES Behavioral Core Values and character education programs implemented by the school.

4.2. Behavior Intervention Procedures

- 4.2.1. When a student violates a classroom/school rule for the first time (Minor Act of Misconduct), teachers may request the student fill out a Student Incident Form, discuss the infraction with the student, and document the incident as a Minor Violation on the Discipline Form. Completed Student Incident Forms and/or Discipline Forms should be stored in the student's classroom file unless/until the student is later referred to the front office for repetitive occurrences of similar misconduct. If this occurs, all related forms will be transferred to the student's front office file. The front office staff will make a copy of the Discipline Documentation and return it to the classroom teacher for filing in the student's classroom file.

- 4.2.1.1. Specialists, Campus Supervisors and other school staff should similarly a) request the student fill out a Student Incident Form, b) discuss the infraction with the student and c) document the incident as indicated above. Completed Student Incident / Discipline Forms should be provided to the student's classroom teacher for filing and follow up. Teachers should be notified if the staff member is unable to discuss the infraction with the student due to schedule or other limitations.
- 4.2.2. In the event a student commits a second Minor Act of Misconduct infraction within one month of the first infraction or in the event of a single Moderate Act of Misconduct, the teacher must a) request the student fill out a Student Incident Form, b) contact the parent to discuss the issue and c) document the parent/teacher communication as a Moderate Incident. A parent must be contacted for a Moderate Incident to be fully completed. As appropriate, additional disciplinary actions may be taken by the teacher (from listed Additional Options below). If additional action is taken, teacher must document the action on the Discipline Form
- 4.2.3. A Major Misconduct Referral will be used when either a) student has received a third Minor infraction within one month of the first infraction, b) a second Moderate infraction within one month of the first Moderate infraction, or c) any Major infraction. If a qualifying infraction occurs, the Major Misconduct Referral must be documented on the Discipline Form. The student shall be sent to the front office for administrative action.

1 st Minor Infraction (Teacher Intervention)	2 nd Minor or 1 st Moderate Infraction (Teacher Intervention w/ Parent Notification)	3 rd Minor, 2 nd Moderate or 1 st Major Infraction (Administrative Intervention)
<ul style="list-style-type: none"> • Student Incident Form and/or Verbal Warning • Teacher-Student Conference • Documentation as a Minor Incident 	<ul style="list-style-type: none"> • Student Incident Form • Documentation as a Moderate Incident • Parent Contact • Additional Discipline Action as defined by Teachers 	<ul style="list-style-type: none"> • Documentation as a Major Misconduct Referral • Student sent to office with referral form completed • Parent Contact by administrator • Additional Discipline Action as defined by Administration

4.3. Standard Teacher Disciplinary Interventions

4.3.1. Student Incident Forms – In response to misconduct, students will be requested to complete a Student Incident Form. This form addresses the following areas/questions: What Problem Behavior did I do? What was I feeling when I did this? Why is this behavior inappropriate? What can I do to make amends for my behavior?

4.3.1.1. Teachers and staff members may read the questions from the Student Incident Form to young (Kindergarten/1st grade) students so that a constructive discussion of the incident can occur.

Documentation of the student response can be made by that staff member.

4.3.2. Verbal Warnings – Isolated minor acts of misconduct may merit the use of information discussions between staff members and student(s). The tone and conduct of this warning should mirror the structure reflected on the Student Incident Forms.

4.3.3. Teacher/Student Conference – Major, moderate or repetitive minor acts of misconduct signify the need for a comprehensive review of the student's behavior to determine possible causes and probable corrective measures. As necessary, teachers may include the following individuals in student conferences as deemed necessary for the above purposes: students, other teachers / specialists, campus supervisors, school administrators, etc..

4.3.4. Parent Notification by Teacher / Staff Member – In the fulfillment of Moderate behavior interventions, the parent/guardian must be notified of the incident by the teacher or staff member. This notification can be made via phone or letter and should be documented on the Discipline Form.

4.3.4.1. Teacher / Parent Conference – As deemed appropriate by the Teacher/Staff Member, or in response to a request for incident review from a parent/guardian, parents, teachers and/or staff and other appropriate individuals may conference for a comprehensive review of the student's behavior to determine possible causes and probable corrective measures.

4.3.5. Disciplinary Referrals to Front Office

4.3.5.1. In defined situations (Major Act of Misconduct, Significant occurrences of student disruption, etc.), Teachers, Specialists, Campus Supervisors and other staff members should arrange for student to be escorted to front office. Referral must be documented on the Discipline Form and provided to front office staff.

4.4. Additional Teacher Disciplinary Options

4.4.1. Loss of Privilege / Time Out

4.4.1.1. Teachers, Specialists and Campus Supervisors may restrict student(s) from a specific activity in response to an act of misconduct. Staff member should a) restrict privileges at an appropriate level/duration to the act of misconduct, b) be consistent in the restriction of privileges assessed for similar misconduct and c) utilize the Student Incident Form and/or Teacher/Student Conference to explain the reason for the disciplinary action.

4.4.2. Behavioral Contract

4.4.2.1. A behavioral (or performance) contract may be written before or after disciplinary action for any act of misconduct, including non-diligence in studies. Parent's will be provided with a copy of the contract when this action is taken.

4.4.2.2. Performance contracts should specifically state the student / school determined goals for academic / behavior areas. The student is held accountable for the achievement of these mutually agreed upon goals.

4.4.3. Removal of Student from Situation

4.4.3.1. Seat Change – Teacher or Specialist may separate one or more students causing a disruption in order to facilitate a more effective learning environment.

4.4.3.2. Removal from Class

4.4.3.2.1. A student who creates a safety hazard in class or commits severe disruptive infractions in class may be administratively remove from the class to an alternative school location (front office, library, etc.).

4.4.3.2.2. Unless alternative arrangements are made with the classroom teacher (e.g. assignment to be completed in alternative location), class assignments not completed by the student due to removal from class will be coded as "I" (Incomplete) and the student will not receive credit for the assignment.

4.4.4. Detention

4.4.4.1. Teachers may restrict a student under his or her supervision from recess or lunch for disciplinary purposes. Students serving detention during lunch must be permitted to eat their lunch without restriction.

4.4.4.2. Teachers may detain a student under his or her supervision for a pre-arranged period of time for disciplinary purposes. The parent / guardian shall be notified at least 24 hours in advance of the detention of a student.

4.4.4.3. Students shall not be detained in school for disciplinary reasons for more than one (1) hour after the close of the maximum school day.

4.5. Administrative Disciplinary Actions

4.5.1. The Executive Director or other administrative staff may use disciplinary methods listed above in the Teacher Interventions section in addition to the actions listed below.

4.5.2. Consultation with Student in Office

4.5.2.1. The Executive Director or designee may hold a private discussion with the student to assess the student's behavior to determine possible causes and probable corrective measures.

4.5.3. Parent Notification by Executive Director/Designee – In the fulfillment of Major behavior interventions, the parent/guardian must be notified of the incident by the Executive Director or designee.

4.5.3.1. This notification should be made by letter and can be supplemented with phone notification.

4.5.3.2. The notification method should be documented on the Discipline Form.

4.5.3.3. A copy of the Discipline Form should be attached to any documentation provided the parent / guardian. A copy of this form signed by student, parent/guardian and administrator should be stored in the student's school file.

4.5.4. Compensation for Damages

4.5.4.1. Acts of misconduct that result in the school, staff members, students and/or private parties incurring financial damages may justify an agreement from parent/guardian for compensation of damages.

4.5.5. Suspension and Expulsion of Students

4.5.5.1. A student may be suspended or expelled for prohibited misconduct (as defined in the Suspension and Expulsion Policy) if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period,

whether on or off the school campus; d) during, going to, or coming from a school sponsored activity. Please refer to the Suspension and Expulsion Policy for additional details.

4.5.6. Referral to Law Enforcement

4.5.6.1. The Executive Director or designee will refer students to local law enforcement for acts of misconduct that are mandated for referral by State Education Code or other legal regulations.

4.6. Restriction on Corporal Punishment

4.6.1. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student.

4.6.2. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

5. Disciplinary Tracking in School Database

5.1. Front office staff will ensure that documentation of all Acts of Misconduct that resulted in referral to the front office is entered into the Q behavior module.

6. Core Value Steering Committee

6.1. The Executive Director or designee will participate in a standing committee made up of teachers, staff members and parent/community members as a Core Value Steering Committee.

6.2. This committee will meet on a scheduled basis to review Core Value and Misconduct Incident data, assess the effectiveness of existing programs, identify areas requiring additional focus and attention, and drive the continuous review and enhancement of this policy and related programs.

NON-COMPLIANCE TO POLICY:

Non-compliance to this policy by a student will result in the disciplinary actions defined in this policy. Lack of adherence to this policy by MATES personnel may result in the employee being subject to disciplinary action in accordance with Board disciplinary policy and administrative regulations.

GOVERNANCE:

MATES staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Appropriate sections of this Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

The MATES administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policies and Procedures are available on the MATES website and upon request at the Executive Director's office.

REVIEW CYCLE:

The MATES Board will be responsible for reviewing the policy every two years or more frequently as required.

REVISION HISTORY:

<u>Policy Version:</u>	<u>Effective Date:</u>	<u>Revision:</u>
SN-SCC-09012010	9/1/2010	Original Version
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