

STUDENT CODE OF CONDUCT & RESTORATIVE RESPONSE/DISCIPLINE MATRIX

This policy is intended for families to read and ensure that each child understands the following school expectations. The expectations outlined here are in accordance with and in addition to conduct that may lead to discipline under Shade Canyon School's Suspension and Expulsion Policy. The Suspension and Expulsion policy is available for review within the Student Handbook. SCS students and families are expected to review and abide by both policies.

Schoolwide Expectations

Be Safe
Be Respectful
Be Responsible
Be Kind

Student Code of Conduct

- Get adequate rest and arrive in the classroom on time
- Remember that everyone's safety and well-being comes first
- Treat all teachers, staff, volunteers, and students with the same respect you would wish to receive

- Conduct yourself in class so the teacher can teach with minimal interruptions
- Complete class work and homework assignments in a timely manner and to the best of your ability

- Communicate with the teacher when you need help
- Help keep the classroom and the school grounds clean and tidy
- Keep materials organized and in good condition
- Treat all property (not only your own) with care; You will be required to repair or replace anything that you have damaged
- Leave all gum, toys, electronic devices and personal items at home.

- Remain within school boundaries and do not leave the campus unless signed out at the main office by a parent/legal guardian.

Discipline Procedures

Discipline Procedures will be followed to address behavioral incidents as outlined in the policy. While Shade Canyon School endeavors to implement restorative discipline, it reserves the right to issue a suspension or expulsion to address misconduct, consistent with its Suspension and Expulsion Policy.

Restorative Response Matrix

The *Restorative Response Matrix* was developed to assist school administrators and educators. It provides general guidance for supportive practices and appropriate responses to behavioral

incidents. The goal is to guide and educate students to engage in pro-social behaviors at school that ensure a positive learning environment.

School administrators will utilize the restorative responses below whenever possible and practicable, before resorting to suspension and/or expulsion. However, school administrators also reserve the right to impose suspension and/or expulsion for enumerated offenses listed within the Suspension and Expulsion policy, even if restorative practices have not yet been utilized and even upon a first offense. The egregiousness of the offense and the safety of the school community will be primary considerations in the decision to move directly to suspension and/expulsion.

Restorative Response /Discipline Matrix Level 1		
Definition— A Level 1 behavior incident requires interventions from the classroom teacher or support staff member. Behaviors are typically addressed when they occur. Documentation in the student information system and prompt family communication by an employee directly involved in the event is required in some cases.		
Student Behavior Incident	Protocol/Restorative Process	Supportive Practices and Response
Minor Incidents: Disruption of the learning environment or off-task behavior Lack of respect for peer physical boundaries Minor interruptions or distractions to the learning process Misuse of school property or equipment Failure to follow classroom agreements/procedures Use of profanity not specifically directed at another individual Academic dishonesty	1st Incident: Nonverbal Warning/Private Warning 2nd Incident: In-class break 3rd Incident: Alternative classroom setting/ Buddy Classroom Break Student information system documentation Evaluate if Tier 2 protocols apply Communicate promptly with the family Strategies Employed: Affective statements by educator and/or student; When-then strategy Explicit Teaching of Self-regulation Strategies: Breathing Journaling or Reflective Writing	Guidance Techniques: -Reminder of accepted behavior -Redirection -Reteaching -Provide choice Teacher/Student Conference Mindfulness Strategies / Harmony Room Restorative conferencing Modified breaks or structured recess Role-play/practice appropriate responses Seat change Student/Family Meeting Conflict Resolution / Speaking to a trusted adult
Restorative Response /Discipline Matrix Level 2		
Definition—		
A Level 2 behavioral incident requires more intensive interventions and may require administrator intervention. Documentation in the student information system and prompt family communication by an employee directly involved in the event is required. Administrators will assess the behavioral incident report and other relevant information and work to resolve the challenge by gathering information, interviewing witnesses, communicating with families, or determining appropriate follow-up action steps. Level 2 incidents will be evaluated for the Level 3 by the administration.		
Student Behavior Incident	Protocol/Restorative Process	Supportive Practices and Response

<p>Major Incidents: Aggression Disruption Defiance Profanity Disrespect Threat</p>	<p>Level 1 Protocols Apply: Student Information System Documentation, Communication with Family, and Interventions as applicable</p> <p>The reporting employee may:</p> <ul style="list-style-type: none"> Request a correction that involves other staff members OR Request administrative input on the incident 	<p>Any Level 1 interventions Administrator-assigned intervention Written apology Student/teacher/family conference School counseling support (if available) Change in schedule Loss of privilege</p>
<p>Other</p>	<p>- Notify the administrator and/or document the incident</p> <p>Ongoing or Repetitive Incidents:</p> <p>Students with unresolved ongoing or repetitive incidents at Levels 1 or 2 may be referred to the school's SST process.</p> <p>A Behavior Contract or Safety Plan may be developed as part of this process to address the challenge, support the student and their family.</p>	<p>Referral to support staff Short-term behavioral progress reports</p> <p>Home school incentive program</p>
<p>Restorative Response /Discipline Matrix Level 3 and 4</p>		
<p>Definition- A Level 3 Behavior is one that requires immediate administrative involvement and written documentation in the student information system. Behavior is severe or poses a threat to the physical safety of the individual student and/or others. Written formal documentation describing interventions initiated, conducted or attempted, family communication, and an administrative investigation are required.</p>		
<p>See the School's Suspension & Expulsion Policy</p> <p>The school's Suspension & Expulsion Policy lists enumerated offenses that may apply at Level 3/4</p> <p>Return from Suspension:</p> <p>Depending on the severity of the behavior that resulted in a suspension, the student, parent and/or guardian will need to meet with administration to ensure a student can reintegrate into the classroom safely.</p> <p>Expulsion:</p> <p>Expulsion is considered in accordance with Shade Canyon School's Suspension and Expulsion Policy.</p>		

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