



Preparing today's students for tomorrow's opportunities

Watson Chapel School District

# CODE OF STUDENT CONDUCT 2023-2024



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**WATSON CHAPEL SCHOOL DISTRICT**  
**CODE OF CONDUCT - STUDENT BEHAVIOR**  
**2023-2024**

**Mr. Tom Wilson, Superintendent**

**August 2023**

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**STUDENT CODE OF CONDUCT**

**PURPOSE**

The Watson Chapel School District Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Watson Chapel School District is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the Student Code of Conduct, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

**STUDENT RIGHTS AND RESPONSIBILITIES**

All students have the right to an education. That right carries with its responsibilities: primarily, to respect the right of others. That right carries with its responsibilities which include trustworthiness, respect for self and others, responsibility, fairness, caring and good citizenship.

The rights of all students are best served in a school that is well organized, safe, and maintains a positive climate for learning. When inappropriate student behavior, disorder or demonstration disrupts the school environment, students may be denied participation in the educational system of varying periods of time. Students have the right to pursue their education in a positive and supportive environment free from harassment, intimidation, bullying, hazing, and physical violence from students or staff. Students have the right to appropriately communicate grievances without threat to grades, course credits, college recommendation or other aspects of scholastic life. Clearly stated rules and regulations ensure that all students know what is expected of them. The Code of Student Behavior that follows outlines such rules and regulations and the range of potential consequences for a student's failure to comply. Parents are expected to carefully read this code of Student Behavior (hereinafter the "Code") and review it with their children.

## **ADMINISTRATIVE REMOVAL FROM SCHOOL**

Arkansas Revised Code and Board Policies grant school Principals and Assistant Principals the right to remove students from school for violations of the Code for up to ten (10) consecutive days. Only the superintendent of schools may recommend expulsion of students for periods greater than ten (10) consecutive days when warranted under the code. The superintendent shall recommend expulsion for one calendar year or longer for a student bringing or possessing a firearm (as defined in the Federal Gun-Free schools Act of 1994) on school property, in a school vehicle, or to/at any school-sponsored event.

The superintendent or building administrator, may remove a student from a classroom, activity, or school premises without prior notice or hearing, if the student's presence poses a continuing danger to safety. A teacher, including classroom teachers, counselors, program managers, and attendance coordinators may also remove a student under these circumstances from curricular or extra-curricular activities under his/her supervision with review of the building administrator.

A student may be suspended or expelled for violations of the Code that occur on school property, at school-sponsored activities on or off school property, or on the way to or from school or school-sponsored activities. Discipline may be imposed for: 1) certain criminal or delinquent acts which occur outside the school day; 2) misconduct by a student that occurs off district property, but is connected to activities or incidents that have occurred on district property; and, 3) misconduct by a student that, regardless of where it occurs, is directed at a district official or employee or the property of an official or employee.

## **DISCIPLINE STUDENTS WITH DISABILITIES**

A student with disabilities is one whose education is governed by an Individualized Education Plan (IEP/504). Unless their IEP/504's plan provide otherwise, students with disabilities may be suspended for a period not to exceed ten (10) days per year without a manifestation determination hearing and/or Behavior Intervention Plan. Disabled students suspended more than ten (10) days are entitled to a manifestation determination by his/her IEP/504 plan. All students with disabilities are subject to removal on an emergency basis as described in this Code. Repeated and/or serious violations of the Code may indicate that a change in the student's placement or the IEP/504 is necessary. Additional information regarding the disciplining of students with disabilities can be obtained by downloading a copy of the procedural safeguards, "Whose IDEA is the, a Guide for Parents" from the District's from website:

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1609331/YOUR\\_RIGHTS\\_UNDER\\_THE\\_IDEA.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1609331/YOUR_RIGHTS_UNDER_THE_IDEA.pdf) or by contacting the Special Education Department at (870) 879-3390.



## **CORPORAL PUNISHMENT**

The Policy of the Watson Chapel Board of Education forbids the use of corporal punishment as a form of discipline. Teachers, administrators, school officials, certificated school employees and school bus drivers may, within the scope of their employment, use and apply only such force and restraint as is reasonable and necessary: - to quell a disturbance threatening physical injury to others - to obtain possession of weapons or other dangerous objects on the person or in the control of a pupil - for self-defense - or for the protection of person or property. The elimination of corporal punishment is continuously monitored. Students/parents/guardians wishing to file a written complaint should immediately notify the school principal.

## **RULES AND REGULATIONS FOR THE BEHAVIOR AND DISCIPLINE OF STUDENTS**

Teaching personnel are responsible for correcting and managing student behavioral problems that occur within their range of responsibility (Tier 1). Teachers are encouraged to call on other school personnel to help them in performing these responsibilities. No teacher or class is ever required to tolerate acts of gross misconduct, including flagrant discourtesy, abusive and vile language, and acts of violence and/or deliberate insubordination.



## **Expectations for Students, Parents/Guardians and Staff**

### ***We shall share responsibilities for safe and orderly schools***

*In order for every student to succeed, we must all work together to maintain a safe and orderly environment. We will nurture a supportive environment in each school by clearly identifying, explicitly teaching behavioral skills and providing students with multiple opportunities to practice the appropriate behaviors within our schools and community.*

## **Student Rights & Responsibilities**

*Students have the right to expect an educational environment in which they can strive to achieve full intellectual potential.*

### **STUDENT RIGHTS**

- A free public education subject to provisions of state law and the bylaws, rules and regulations of the Arkansas State Board of Education and the Board of Education of Watson Chapel School District.
- An education in a learning environment that is safe, drug-free and conducive to learning where high standards are stressed.
- Enjoy meaningful freedom of speech, press, assembly and religion.
- Due process for academic, attendance and disciplinary measures, as well as other issues which could impact the student's ability to receive a free and appropriate education.
- Inspect, review and seek to amend educational records.
- Access to prevention and intervention programs.

### **STUDENT RESPONSIBILITIES**

- Maintain a safe and orderly school environment conducive to teaching and learning.
- Know and obey district/school rules and regulations relating to student conduct and achievement.
- Come to school on time and ready to learn each day.
- Present the school with a parent/ guardian note for absences and tardiness.
- Work to your fullest potential in all academic and extracurricular activities.
- Respect school authority, which includes not only obeying school rules and regulations, but also conforming to the laws of the community, state and nation.
- Obey all instructions from all school employees in a positive and respectful manner.
- Dress in accordance with the dress code for school and school functions.
- Utilize school resources to develop appropriate problem-solving skills.
- Ask questions to ensure understanding.
- Accept responsibility for actions.
- Maintain and uphold the highest standards of conduct, demeanor and sportsmanship during extracurricular events.

- Show respect and consideration for the personal and property rights of others and understand the need for cooperation with all members of the school community.
- Bring to school only those items and materials which are appropriate for the instructional program.

## **Parent Rights & Responsibilities**

*Parents/Guardians are our most important partners in helping to support our students in choosing to display the appropriate behaviors in the school and home setting.*

### **PARENT RIGHTS**

- Visit schools and classes at times that respect the educational environment.
- Be treated with courtesy by all members of the school staff.
- Be informed of all services in special education.
- Organize and participate in organizations for parents.
- Be informed of academic requirements of any school program.
- Request a conference to inspect their child's cumulative record or participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare.
- Be informed of approved procedures for seeking changes in school policies and for appealing administrative procedures.
- Expect reasonable protection for their child from physical harm while under school authority.
- Inspect and review educational and disciplinary records.
- Be informed of school policies and administrative decisions.

### **PARENT/GUARDIAN RESPONSIBILITIES**

- Provide proof of a bona fide residence in Watson Chapel School District.
- Provide required immunizations documents to the school system.
- During kindergarten registration, provide the school system with proof of the child's age.
- Notify the school whenever your child is absent.
- Ensure child/children attend(s) school regularly.
- Assume primary responsibility for the discipline of the child.
- Model cooperation with school and transportation personnel.
- Respond to school personnel requests for information and meetings.

## **Teacher/Staff Member Responsibilities**

*Teachers and staff members are responsible for building strong learning communities within their classrooms. Teachers and staff shall support positive school behaviors.*

- Be prepared to teach and provide quality instruction within the current curricular framework.

- Exhibit an attitude of respect for students that has a positive influence in helping them develop good citizenship traits.
- Establish, publish, teach, and consistency reinforce expectations for classroom behavior.
- Focus on desired behaviors as opposed to directing attention to unwanted behaviors.
- Remain knowledgeable about school policies and rules, and enforce them in a fair, impartial and consistent manner for all students.
- Communicate information regarding student progress and achievement on a regular and timely basis to students, parents and other involved professionals.
- Maintain an atmosphere that contributes to positive student behavior.
- Provide daily classwork and assignments for students with lawful absences, including those students on suspension.
- Develop and maintain a positive working relationship with students and staff.
- Strive to improve the quality of life throughout the school community.
- Maintain an environment of mutual respect and dignity.
- Encourage the use of appropriate counseling services.
- Report bullying, harassment or intimidation
- Communicate policies and expectations to students and parents, including: course objectives and requirements, grading procedures, assignment deadlines and classroom discipline plans.
- Mandated reporter of suspected child abuse and/or neglect to Child Protective Services.
- Elevate reports of bullying, harassment or intimidation to the school administrator for investigation and resolution.

### **School Administrator Responsibilities**

*Administrators have the responsibility and authority to teach and reinforce the school rules and this Student Code of Conduct. They should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.*

- Support teaching and learning by creating and maintaining a safe and orderly environment.
- Promote communication with all stakeholders and present opportunities for students, staff and parents to address grievances.
- Enforce the Student Rights and Responsibilities Handbook and ensure the fair, consistent and prompt resolution of concerns and infractions.
- Evaluate instructional programs regularly and comprehensively.
- Support the development of and participation in appropriate extracurricular activities by students.
- Mandated reporter of suspected child abuse and/or neglect to Child Protective Services.
- Process reports of bullying, harassment or intimidation.



## **Interventions and Disciplinary Procedures**

### ***Multi-Tiered System of Support Guidelines for Behavior***

WCSD is committed to a Multi-Tiered System of Support (MTSS) that is needs-based and holistic. This system is aligned with early identification, data-based decision making, and implementation of evidence-based practices of appropriate intensity and duration. Students displaying difficulty in the areas of social, emotional, or behavioral development will be provided services and interventions that address their specific need.

#### **What is PBIS?**

***Positive Behavioral Interventions and Supports (PBIS)*** is a proactive approach to establish the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. It uses preventative strategies to define, teach and support appropriate student behavior in order to create a positive learning environment. Attention is focused on developing and maintaining school-wide, classroom, and individual systems of support to meet the social and emotional needs of all students and thereby improve academic and social outcomes.

#### **What is the purpose of PBIS?**

The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. The framework establishes a process to develop and apply function-based interventions for students that display repeated behavioral patterns of concern. It also engages staff in routine reflection and data-based decision making to guide school-wide and intervention planning decisions.

Schools that establish and implement PBIS are more likely to have teaching and learning environments that are more engaging, responsive, preventative, and productive which leads to maximized engagement and achievement for all students.

#### **What are Restorative Practices?**

As a component of PBIS, our schools will incorporate the use of restorative practices in the prevention and intervention process. Restorative practices focus on building a positive climate within the building and having students develop empathy and understanding of the consequences of their actions on others. Restorative practices hold to a principle that understanding every instance of wrongdoing, conflict or problem that arises is an opportunity for learning and that despite these conflicts, relationships can be restored.

Restorative practices utilize community circles as a Tier 1 practice to build strong positive relationships among all students and staff. They also teach and model positive social skills such as sharing, listening, empathizing and problem solving, which help to create emotionally and physically safe learning environments that promote respect, trust and accountability. This social skills instruction is aligned with the schoolwide

expectations promoted by PBIS and the student competencies put forth by the American School Counselor Association's (ASCA) National School Counseling Model. Restorative circles are a Tier 2 support used to respond to wrongdoing, conflicts or problems by allowing those affected by the behavior to share their perspectives on how they were impacted and thoughts on how the situation can be "made right" so that the relationship(s) can be restored.

### **What are Behavior Tiers of Support?**

#### **TIER 1**

The goal of PBIS, which includes the use of Restorative Practices and Responsive Classroom, at the Tier 1 level is the prevention of problem behavior and the promotion of positive behavior by establishing processes that should facilitate success for approximately 80 percent of students. An effective Tier 1 system should reduce the number of students who need more extensive resources at Tiers 2 and 3.

#### **Who Is the Focus for Tier 1 Supports?**

All students are the focus of Tier 1.

#### ***What Is Tier 1 Behavioral Supports?***

- Small number of positively stated school-wide behavior expectations
- Behavioral expectations are clearly defined and routines are identified for all settings throughout the school and taught to all students in a systematic way
- System for recognizing students who display the expected behaviors
- List of clearly defined unacceptable behaviors and how they will be handled by staff

#### ***Support/Progress Monitoring Frequency***

- Expectations should be taught at the beginning of the year
- Pre-corrections should be given before each transition to a new setting
- Verbal and visual prompts should be used frequently in the beginning and fade as routines are established
- Quarterly "boosters" should be planned and delivered as formal reminders of expectations as well as "in the moment" reminders (as needed)

#### **Who Is the Interventionist?**

All adults, including teachers, administrators, support staff (e.g., paraprofessionals, cafeteria staff, custodians, office staff, etc.)

#### **TIER 2**

Tier 2 Supplemental Supports are designed to provide additional or targeted interventions to support students are not responding positively to Tier 1 supports. Approximately 15-20 percent of students may need Tier 2 supports. Students receiving Tier 2 supports should continue to have full access to Tier 1 supports.

### **Who Is the Focus for Tier 2 Supports?**

The focus of Tier 2 supports are students exhibiting problem behaviors who have not responded to Tier 1 efforts. Those may include students with:

- Three or more office referrals for non-violent/dangerous offenses within a quarter,
- One or more referrals for violent/dangerous offenses,
- A transition from long-term suspension or an alternative program.

### **What Is Tier 2 Behavioral Supports?**

- Behavior Contract; Behavior Support Plan
- Point sheet; behavior feedback sheet; self-monitoring checklist
- Check-in/check-out with selected adult
- Social skills instruction
- Group counseling (skill deficit groups such as anger management, conflict resolution, de-escalation, organization, etc.)
- Mentoring
- Attendance support plans

### **Support/Progress Monitoring Frequency**

- Check-in/check-out system with adult based on need (daily-weekly)
- Daily point sheet
- Social skills group for students with skill deficits meet weekly at a minimum.

### **Who Is the Interventionist?**

- Classroom teachers and other adults with whom the student works
- Behavior Interventionist
- School counselor
- School psychologist
- School social worker
- Special Education Director
- Administrator

### **TIER 3**

Tier 3 should meet the behavioral needs of approximately 3 to 5 percent of students with the most intense and/or persistent problems. Tier 3 supports involve a process of functional behavioral assessment (FBA) that investigates why a behavior is occurring in more detail and development of a behavior intervention plan (BIP) that includes more intensive research-based interventions, more frequent and detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students. Tier 3 supports can be provided at different levels of intensity, depending on the student's level of need.



**Who Is the Focus for Tier 3 Supports?**

Students with intense needs who have not responded adequately to Tier 1 and Tier 2 efforts are the focus of Tier 3.

**What Is Tier 3 Behavioral Supports?**

- Intensified Tier 2 interventions
- Individual counseling by school counselor, social worker, behavior interventionist or psychologist
- Intensified social skills instruction led by school counselor, social worker or psychologist
- Functional behavior assessment (FBA)/Behavior intervention plan (BIP)
- Consultation and coordination with outside agencies to ensure wraparound services and support
- Support/Progress monitoring frequency
- First meeting should be held after four weeks of implementation.
- Follow up meetings should be held at least every six to eight weeks after that time.
- Meetings should be held more frequently if needed.
- The case manager assigned to each student brings data as well as written draft recommendations for BIP revisions if data indicates a need for change.

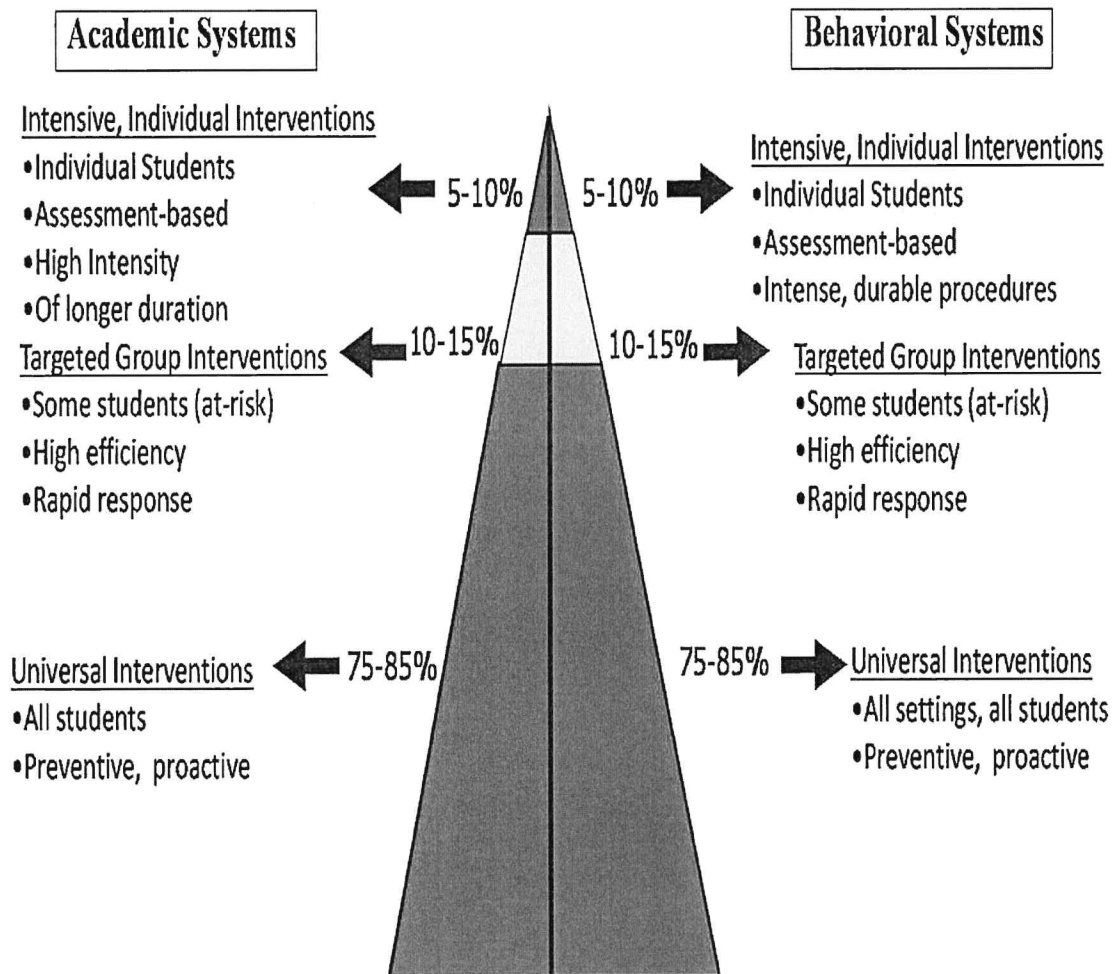
**Who Is the Interventionist?**

- Social worker
- Behavior Interventionist
- Collaborating agency (DFS, Court, Mental Health, etc.)
- Special education: Individualized Education Program (IEP/504) team

## RTI – Academic and Behavior Tiers of Support

*Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of Response to Intervention. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.*

*Both RTI and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to meet the needs of children experiencing academic and behavioral difficulties in school.*



<b>LEVEL I INTERVENTIONS</b> <i>Offenses that do not threaten safety or significantly disrupt the operation of the classroom or another school activity.</i> (Level I infractions will be handled in the classroom by the teacher)	<b>LEVEL II INTERVENTIONS</b> <i>Offenses that threaten safety or significantly disrupt the operation of the classroom or another school activity but does not qualify as a Level 3 infraction.</i> (Level II infractions will be handled by the teacher and support staff which includes: dean of students, counselors, department heads, other support staff, administrators)	<b>LEVEL III INTERVENTIONS</b> <i>Offenses that constitute a substantial threat to physical safety or that are serious crimes (e.g. possession of firearms or other weapons or burglary).</i> (Level III infractions are handled by administrators)
When these interventions are used successfully in the classroom, additional disciplinary action is not required	These interventions are used with the assistance of the school support staff and may include administrative support	These are addressed solely by administration at the school
<ul style="list-style-type: none"> <li>▪ Additional assignment/Think Sheet</li> <li>▪ Alternative assignment</li> <li>▪ Alternative seating in own space</li> <li>▪ Assign classroom job</li> <li>▪ Breaks (snack/errand/activity)</li> <li>▪ Brief removal from classroom to an open area to "calm down"</li> <li>▪ Conflict resolution</li> <li>▪ Counseling referral</li> <li>▪ Mediation/reflection sheet</li> <li>▪ Mentoring</li> <li>▪ Parent, student, and teacher contract</li> <li>▪ Peer mediation/assign buddy</li> <li>▪ Phone call and/or letter to parent/guardian</li> <li>▪ Praise/positive note home</li> <li>▪ Redirection</li> <li>▪ Referral to Behavior Interventionist/Dean/ Counselor</li> <li>▪ Reflection of the incident (verbal or written)</li> <li>▪ Review of appropriate behavior</li> <li>▪ Restorative cycle</li> <li>▪ Review of Individual Career and Academic Plan</li> <li>▪ Seat change</li> <li>▪ Stand while working</li> <li>▪ Stress ball/fidget</li> <li>▪ Student apology (verbal or written)</li> <li>▪ Teacher conference with parent/guardian</li> <li>▪ Teacher conference with the student</li> <li>▪ Warning (verbal or written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alternatives to Suspension</li> <li>▪ Behavior Contract</li> <li>▪ Behavior Intervention Plan (BIP)</li> <li>▪ Behavioral progress report</li> <li>▪ Breaks</li> <li>▪ Class or schedule change</li> <li>▪ Check in Check Out (CICO)</li> <li>▪ Classroom Management Support</li> <li>▪ Counseling and/or Counselor Referral</li> <li>▪ Daily Behavior Form</li> <li>▪ Forced Choice Reinforcement Survey</li> <li>▪ Functional Behavior Assessment (FBA)</li> <li>▪ Individual &amp; Visual Schedules</li> <li>▪ Mentoring</li> <li>▪ Modification of IEP/504</li> <li>▪ Non-Verbal Cues &amp; Signals</li> <li>▪ Organizational Tools</li> <li>▪ Peer Tutoring</li> <li>▪ Response To Intervention (RTI)</li> <li>▪ Reward System</li> <li>▪ Self-Monitoring</li> <li>▪ Sensory Tools</li> <li>▪ Social Stories</li> <li>▪ Teach Conflict Resolution Skills</li> <li>▪ Teach Coping Skills</li> <li>▪ Teach Relationship Skills</li> <li>▪ Teach Relaxation Techniques</li> <li>▪ Teach Social Skills</li> <li>▪ Refer to intervention assistance team (RTI)</li> <li>▪ Require the student to complete a community service task</li> <li>▪ Restorative cycle</li> </ul> <p><i>*Any Level I interventions or other interventions not noted</i></p>	<ul style="list-style-type: none"> <li>▪ Alternatives to Suspension</li> <li>▪ Behavior Contract</li> <li>▪ Behavior Intervention Plan (BIP)</li> <li>▪ Behavior Meetings</li> <li>▪ Breaks</li> <li>▪ Collaboration with Student's Physician and/or Mental Health Provider</li> <li>▪ Counselor Referral (internal or External/Community)</li> <li>▪ Daily Behavior Form</li> <li>▪ Forced Choice Reinforcement Survey</li> <li>▪ Functional Behavior Assessment (FBA)</li> <li>▪ Individual &amp; Visual Schedules</li> <li>▪ Mentoring</li> <li>▪ Non-Verbal Cues &amp; Signals</li> <li>▪ No Passing Time</li> <li>▪ Organizational Tools</li> <li>▪ Peer Tutoring</li> <li>▪ Response To Intervention (RTI)</li> <li>▪ Restorative Practice</li> <li>▪ Reward System</li> <li>▪ Self -Monitoring</li> <li>▪ Sensory Tools</li> <li>▪ Simple BIP Plans</li> <li>▪ Social Stories</li> <li>▪ Teach Conflict Resolution Skills</li> <li>▪ Teach Coping Skills</li> <li>▪ Teach Relationship Skills</li> <li>▪ Teach Relaxation Techniques</li> <li>▪ Teach Social Skills</li> <li>▪ Time Out (Structured Time Out)</li> </ul> <p><i>*Any Level 1 or 2 interventions</i></p>



## Infractions and Disciplinary Codes/Levels

WC CODE	STATE CODE	OFFENSES/VIOLATIONS (Level I infractions are handled by the teacher in the classroom) (Level II infractions are handled by the teacher and support staff) (Level III infractions are handled by administrators)	LEVEL I	LEVEL II	LEVEL III
02	02	Alcohol		√	√
16	16	Explosives			√
18	18	Bullying		√	√
103	14	Bus Misconduct	√		
20	20	Personal Electronic Device	√		
108	14	Cheating	√		
109	15	Classroom Incident/Disruption	√	√	
10	11	Club			√
21	21	Cyberbullying		√	√
110	13	Damage to Personal/School Property	√	√	√
15	15	Disorderly Conduct		√	
112	14	Disrespect	√		
01	1	Drugs	√	√	√
115	15	False Fire Alarm		√	
19	19	Fighting		√	
114	14	Food and/or Drink	√		
122	15	Gambling	√		
12	12	Gangs	√	√	√
08	08	Handgun			√
22	22	Harassment		√	√
14	14	Insubordination	√		
07	07	Knife			√
117	14	Loitering/Trespassing	√		
107	15	Missed Detention Hall		√	
113	15	No Show for Work Detail		√	
118	14	Off Campus Conduct		√	
17	17	Other	√	√	
123	14	PDA	√		
102	14	Profanity/Vulgarity	√		
09	09	Rifle			√
119	24	Riotous Behavior			√
105	24	Robbery			√
104	14	Rough Play	√		
121	15	Sexual Misconduct		√	
10	10	Shotgun			√
06	06	Physical Attack/Harm on Staff			√
05	05	Physical Attack/Harm on Student		√	√
126	26	Sexual Harassment		√	√
24	24	Stealing/Theft		√	
106	04	Tardiness	√		
27	27	Technology Use Violation	√		
25	25	Terroristic Threats			√
03	03	Tobacco/e-Cigarettes/Vaping Device	√		
04	04	Attendance Policy Violation	√		
13	13	Vandalism		√	
111	15	Vehicle Misconduct		√	√
11	11	Weapon		√	

<b>LEVEL I CONSEQUENCES</b> <i>Offenses that do not threaten safety or significantly disrupt the operation of the classroom or another school activity.</i> (Level I infractions will be handled in the classroom by the teacher)	<b>LEVEL II CONSEQUENCES</b> <i>Offenses that threaten safety or significantly disrupt the operation of the classroom or another school activity but does not qualify as a Level 3 infraction.</i> (Level II infractions will be handled by the teacher and support staff which includes: dean of students, counselors, department heads, other support staff, administrators)	<b>LEVEL III CONSEQUENCES</b> <i>Offenses that constitute a substantial threat to physical safety or that are serious crimes (e.g. possession of firearms or other weapons or burglary).</i> (Level III infractions are handled by administrators)
When these infractions are used by the classroom teacher/staff	These infractions are used with the assistance of the school support staff and may include administrative support	These infractions are addressed solely by administration at the school
<ul style="list-style-type: none"> <li>▪ Conflict resolution</li> <li>▪ Confiscation of item</li> <li>▪ Detention</li> <li>▪ Loss of privilege</li> <li>▪ Phone call and/or letter to parent/guardian</li> <li>▪ Parent, student, and teacher contract</li> <li>▪ Parent Escort at school/event</li> <li>▪ Redirection</li> <li>▪ Review of appropriate behavior</li> <li>▪ Seat change</li> <li>▪ Teacher conference with parent/guardian</li> <li>▪ Teacher conference with the student</li> <li>▪ Time out</li> <li>▪ Reflection of the incident (verbal or written)</li> <li>▪ Warning (verbal or written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional instructional assignment</li> <li>▪ Behavioral contract</li> <li>▪ Bus Suspension</li> <li>▪ Class or schedule change</li> <li>▪ Detention</li> <li>▪ In-school suspension (1/2 day) *</li> <li>▪ Loss of parking privilege</li> <li>▪ Loss of privilege</li> <li>▪ Office referral</li> <li>▪ Require the student to complete a community service task</li> <li>▪ 30-day suspension from activities</li> </ul> <p><i>*In-School suspension will be allowed only after a reasonable amount of the listed intervention for Level 2 have been implemented and found to be ineffective and properly documented.</i></p> <p><i>*Any Level I can be used as well</i></p>	<ul style="list-style-type: none"> <li>▪ Alternative program placement (ALE)</li> <li>▪ Bus Suspension</li> <li>▪ Disciplinary hearing</li> <li>▪ Exclusionary Discipline</li> <li>▪ Expulsion</li> <li>▪ In-school suspension</li> <li>▪ Law Enforcement Powers</li> <li>▪ Restitution</li> <li>▪ Restorative practice: harm repair circle</li> <li>▪ Suspension, 1-5 days</li> <li>▪ Suspension, 6-10 days</li> <li>▪ Removal from school into virtual learning (Google Classroom) up to 1 semester</li> </ul> <p><i>*Any Level I or II can be used as well</i></p>

# Resolving Concerns at School for Parents

*Should you have concerns regarding a disciplinary matter with your child, please contact the school directly to discuss the issue with the people who work with your child. Many issues can be resolved at the school level in collaboration with an administrator, classroom teacher, or member of the student support system.*

## Steps for Resolving Concerns

### Step 1

If the concern is **INSTRUCTIONAL or STUDENT RELATED**, the parent/guardian must meet and discuss issues with the **TEACHER**.

If resolved,  
**STOP HERE**

Not resolved

### Step 2

If resolution is not reached, the parent/guardian must meet and attempt to resolve the issue with the **campus Assistant Principal or Principal**.

If resolved,  
**STOP HERE**

Not resolved

### Step 3

If the issue cannot be resolved at the campus level, the parent/guardian is to complete the formal complaint form and return to **Kerri McNeal** (district). **Please allow 24-48 hours for a response**

If resolved,  
**STOP HERE**

Not resolved

### Step 4

Parent/guardian is to complete a **Superintendent** formal complaint form and return to **Jamie Roberts** (district office). **Please allow 24-48 hours for a response**

If resolved,  
**STOP HERE**

Not resolved

### Step 5

Parent/Guardian will ask **Jamie Roberts** for the complaint form for school board to file a complaint. **Please allow 5-7 days for a response**

If resolved,  
**STOP HERE**

Not resolved

### Step 6

Parent/Guardian will ask **Jamie Roberts** for the complaint form for **Arkansas Department of Elementary and Secondary Education** to file a complaint.



## **Discipline of Students with Disabilities (IEP/504)**

This information is intended to provide Watson Chapel School District families with information related to processes and procedures that must be addressed when making decisions regarding the discipline of students with disabilities.

### **Governing Principles**

There are five themes in the federal and state regulations that guide WCSD discipline requirements for students with disabilities:

- 1) All students deserve safe, well-disciplined schools and orderly learning environments grounded in the framework of positive behavioral interventions and supports;
- 2) Teachers and school administrators should have the tools they need to assist them in preventing misconduct and discipline problems and to address these problems, if they arise;
- 3) There must be a balanced approach to the issue of discipline of students with disabilities that reflects the need for orderly and safe schools and the need to protect the rights of students with disabilities to a free appropriate public education;
- 4) Appropriately developed Individualized Education Programs (IEP/504) with well-developed behavior intervention strategies decrease school discipline problems; and
- 5) School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a disability who violates a code of student conduct.

In the event the student's behavior impedes the student's learning or that of others, the IEP/504 team must consider the use of positive behavioral interventions, strategies and supports to address the behavior.

### **The IEP/504 team must consider either:**

- Developing goals and services specific to the student's behavioral needs; or
- Conducting a functional behavioral assessment (FBA) and determining the need for a behavioral intervention plan (BIP) to address the student's behavioral needs.

If the student engages in behavior that results in disciplinary action that leads to, or may lead to, short-term or long-term removal, the IEP/504 team shall address the behavior violation. IEP/504 team discussions and revisions must focus on efforts to address the student's behavioral problems in order to minimize and/or prevent the behavior from recurring. Appropriate supports and services that may be considered include:

- Conducting a functional behavioral assessment (FBA)

- Developing or revising a behavior intervention plan (BIP)
- Providing counseling
- Providing social skills training
- Providing adaptive behavior technique training (i.e., teaching of replacement skills designed not to have the behavior recur)
- Providing conflict management skills
- Providing peer mediation skills

### **Short-Term Removal**

Watson Chapel School District regulations stress the importance of the IEP/504 team addressing a student's behavioral challenges before an incident arises that leads to a disciplinary infraction. As such, the most appropriate course of action is to convene an IEP/504 team and determine the need for conducting a functional behavioral assessment (if one has not been done), and developing or reviewing a behavioral intervention plan prior to a short-term removal or a series of short-term removals accruing. These proactive measures will document preventive steps for processing short-term removals. When an administrator deems it necessary to remove a student with a disability short term from the student's current educational setting to an alternative educational setting or through suspension, this may be done to the extent those alternatives are applied to a student without disabilities.

Administrators must be cautious in determining the length of time of removal for each infraction. It may be considered excessive to remove a student for close to or up to 10 school days when an infraction may not warrant such a time frame; this is especially true if such disciplinary action is not applied consistently or to students without disabilities. When a student has been suspended for 10 days or more in a school year for separate incidents of misconduct that constitute a pattern, this is considered a change in placement (see procedures for long-term removal). The school-based administrator, in collaboration with the Special Education Director, determines when isolated, short-term removals for unrelated instances of misconduct are considered a pattern. If the infraction, albeit individual and distinct, shares similarities (common elements) then it could be relevant in determining if a pattern exists. In order to promote a truly collaborative approach to reviewing the issue of pattern, parents should be consulted in the process and informed of the decision immediately.

Documentation of the decision regarding pattern shall include a summary of information gathered through a review of disciplinary records, a review of the student's IEP/504 which includes any behavior intervention plan developed, other educational records and input from any other relevant sources. Individuals consulted in making the decision should also be documented.

In reviewing if the student's behavior and separate incidents of misconduct to establish whether a pattern does or does not exist; the school-based administrator shall contact the WCSD special education director who will assist with the following:

- Analyzing factors related to the behaviors that resulted in suspension;
- Where the incident occurred (environment);
- Interactions with other people;
- Requirements of a task;
- Events that may have triggered these infractions;
- The length of each removal;
- The similarity of the student's behavior in previous incidents that resulted in the series of removals;
- The total amount of time the student is removed; or
- The proximity of the removals to one another.
- Reviewing IEP/504 response to date (FBA, BIP, goals, services related to behavior); and
- Assisting with documentation of decision that pattern does not exist; and establishing next steps.

#### **Manifestation Determination Review (MDR)**

An MDR meeting must be held within 10 school days of any decision to change the student's placement because of misconduct. This decision is made by relevant members of the IEP/504 team. The purpose of the meeting is to determine if the conduct was:

- Caused by or had a direct and substantial relationship to the student's disability; and/or,
- The direct result of the school's failure to implement the student's IEP/504

If either question is answered "yes," the behavior subject to disciplinary removal is determined to be a manifestation of the student's disability.

#### **Question #1:**

Was the conduct in question caused by the student's disability, or did the conduct in question have a direct and substantial relationship to the student's disability?

A comprehensive problem-solving review to identify why the misconduct occurred should guide IEP/504 teams to successful manifestation determinations. In determining if the conduct in question was caused by or had a direct and substantial relationship to the student's disability, the IEP/504 team shall consider the following factors:

- The student's educational program;
- Environmental factors;
- Home factors and the student's mental, physical and developmental challenges;

- The student's discipline history (total number of suspensions, the proximity of suspensions and the length of each suspension);
- The type of misconduct in relation to the student's discipline history (isolated instance vs. repeated; whether the student's behavior is substantially similar to behavior in previous and current incident);
- Other factors contributing to the misconduct such as unique circumstances, information from observers of the incident, etc.
- Documentation that the student code of conduct was provided to the family;
- Whether the behavior was dangerous, likely to result in injury or inflicted "serious bodily injury" on another person;
- The effectiveness of current behavioral strategies to prevent similar misbehavior and reinforce desirable behavior in the student's school (PBIS);
- The effectiveness of the student's BIP in relationship to the misconduct;
- In the absence of a BIP, the administration of an FBA;
- Whether more information is needed (FBA or other types of evaluation); or
- Most recent eligibility evaluation.

**Question #2:**

Was the conduct in question a direct result of the school district's failure to implement the IEP/504?

The IEP/504 team must determine the impact of the failure to implement the student's IEP/504 on the misconduct. It means first determining what was not implemented and then determining its impact on the student's behavior. The IEP/504 team may consider:

- How the area of the IEP/504 not implemented relates to functional skills, social competency and behavior of the student and the misconduct observed.
- How the area of the IEP/504 not implemented relates to service, goals, positive behavior supports or the BIP.

If the IEP/504 team determines that the school failed to implement the student's IEP/504, school-based administration shall take immediate steps to remedy those deficiencies.

**Behavior Is a Manifestation of Student's Disability**

If the team determines that the misconduct is a manifestation of the student's disability, the following shall occur:

- The IEP/504 team shall return the student to the placement from which the student was removed unless the parent/guardian and the school division agree to a change in placement as part of the modification of the BIP or IEP/504.
- Conduct an FBA, unless the school division had conducted this assessment before the behavior that resulted in the change in placement occurred;

- An FBA may include a review of existing data or new testing data or evaluation as determined by the IEP/504 team.
- If the IEP/504 team determines that the FBA will include obtaining new testing data or evaluation, then the parent/ guardian is entitled to an independent educational evaluation if the parent/guardian disagrees with the evaluation or a component of the evaluation.
- Implement a BIP for the student.
- If a behavioral intervention plan already has been developed, review this plan, and, modify it, as necessary, to address the behavior.

### **Behavior Is Not a Manifestation of Student's Disability**

If the IEP/504 team determines that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services shall be provided as determined required by the IEP/504 team.

### **Services During Long-Term Removal**

The IEP/504 team shall meet prior to the 11th day of removal, or as soon as possible, to determine the services needed for a student who is facing a long-term suspension, so as to enable the student to:

- Continue to participate in the general educational curriculum, although in another setting;
- Continue to receive supports and services described in the student's current IEP/504 which will enable the student to progress toward meeting IEP/504 goals; and
- Receive, as appropriate, an FBA, and behavioral intervention supports and services, which are designed to address the behavior violation so that it does not recur.

An IEP/504 addendum shall be developed to document the proposed services during a long-term removal. The amount and type of instructional services to be provided in order to allow the student to continue to participate in the general education curriculum would depend on:

- The length of the removal,
- The extent to which the student has been removed previously, and
- The student's educational needs and goals.

In order to serve the student during a long-term removal, the IEP/504 team shall consider alternative instructional techniques, such as alternate/highly supervised partial school attendance (e.g., two hours per week after school dismissal) or home-based



instruction. School personnel must ensure that the student will have the opportunity to avoid falling behind and enable the student to progress in the general curriculum and on IEP/504 goals and objectives. Additionally, students who are removed from school during state or division-wide testing must be provided arrangements for participation in all required assessments.

### **Special Circumstances Involving Weapons, Drugs or Serious Bodily Injury**

Special circumstances may require a student with a disability to meet with the Special Education Director. The student with a disability may be placed by the director in an interim alternative educational setting for 45 school days for situations involving the student at school, on school premises, or at school functions under the jurisdiction of the school division for the following special circumstances:

- **Weapons:** carrying or possessing a weapon
- **Drugs:** knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance
- **Serious Bodily Injury:** inflicting serious bodily injury upon another person.

In situations involving weapons, drugs and/or serious bodily injury, the Superintendent's designee may assign the student to an interim alternative educational setting for a maximum of 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability.

### **Special Education Services on the Eleventh Day**

Beginning on the 11th cumulative day in a school year that a student with a disability is removed from the student's current placement, and for any subsequent removals, educational services must be provided. Services for 11th day or subsequent short-term removals are determined by school personnel by assessing the student's progress and the impact of the interruption. School-based administration, in consultation with the student's general education and special education teachers, determines the necessary services, if any, for the student to continue to:

- Participate in the general education curriculum, and
- Progress toward meeting the goals set out in the student's IEP/504.

### **Portions of the School Day**

Removal of a student for disciplinary purposes for portions of the school day shall be counted toward the cumulative amount of time removed. Any portion of a day less than half shall be considered a half day of removal; portions greater than half shall be considered a full school day of removal.

## **Long-Term Removal**

The purpose of long-term removal as a disciplinary measure is to ensure that schools are safe and conducive to learning for all students and to give school personnel and parent/guardians the opportunity to determine what is appropriate for the student. Long-term removals constitute a change of placement when there are more than 10 consecutive school days or cumulative school days which constitute a pattern. A change in placement requires relevant members of the IEP/504 team to meet and conduct a Manifestation Determination Review (MDR).

The IEP/504 team must determine appropriate services during the long-term removal. Should the school-based administration refer the student to the WCSD Department of Special Services, and the removal constitutes a change of placement (more than 10 days), the Manifestation Determination Review must be conducted as soon as possible so as to inform the designee of the results. The results of the manifestation when available shall be provided to the WCHS Special Services Administrator prior to the scheduled meeting.

## **Suspension**

The Watson Chapel School District acknowledges that the principal is recognized as the instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. The principal shall "ensure that the school division's student code of conduct is enforced and seek to maintain a safe and secure school environment. The Board of Education requires a school administration to ensure a written procedure, in accordance with guidelines established by the local board, for responding to violent, disruptive or illegal activities by students on school property or during a school-sponsored activity.

### **I. Suspensions and Expulsions of Students**

Students may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy. Teachers may remove students from their classes for conduct that significantly disrupts the operation of the classroom or another school activity. Parents/guardians may choose to appeal a suspension. A parent or student has a right to appeal an out of school suspension, an expulsion, or a referral to the alternative education program that is based solely on disruptive behavior.

### **II. Short-Term Suspension**

A student may be suspended for not more than 10 consecutive school days by either the school principal or appropriate administrator. The principal or appropriate administrator may suspend the student after giving the student oral or written notice of the charges against him/ her, and if he/she denies them, an explanation of the facts as known

to school personnel and an opportunity to present his/her version of what occurred. In the case of any student whose presence poses a continuing danger to safety, the student may be removed from school immediately and the notice, explanation of facts, and opportunity to present his/her version shall be given as soon as is practical thereafter.

Upon suspension of any student, the principal or appropriate administrator responsible for such suspension shall report the facts of the case in writing to the parent/guardian of the student suspended.

Any oral or written notice to the parent/guardian of a student who is suspended from school attendance for not more than 10 days shall include notification of the length of the suspension, alternative education programs or other educational options, and of the student's right to return to regular school attendance upon the expiration of the suspension.

A student may be placed in virtual learning through Google Classroom when they would otherwise be sent to ALE (Alternative Learning Environment) but no space is available up to one (1) semester; and the student's conduct pose a serious danger or threat to the school environment (Level 3 infraction); this option can be used in lieu of expulsion.

### **III. Expulsion**

A student may be removed from attendance for more than 10 consecutive days after written notice is provided to the student and parent/guardian of the proposed action and the reason therefore and of the right to a hearing before the School Board. The recommendation of the Superintendent or designee may be appealed to the School Board. Such appeals shall be decided by the School Board within 30 days.

Each written notice should state the length of removal from attendance. Such notice shall also state that the student is eligible to return to regular school attendance upon expiration of the expulsion or to attend an appropriate alternative education program approved by the School Board during or upon the expiration of the expulsion.

Nothing herein shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this section to attend an alternative education program provided by the School Board for the term of such expulsion.

### **IV. Expulsion**

#### **A. Generally**

Students may be expelled from attendance at school after written notice to the student and parent/guardian of the proposed action and reasons therefore and of the right to a hearing before the School Board. The written notice given to the student and parent/guardian shall include notification of the length of the expulsion and shall provide information to the parent/guardian concerning the availability of community-based educational, training and intervention programs. The notice shall also state whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult

education program offered by the school division, during or upon expiration of the expulsion, and the terms or conditions of such readmission.

Nothing in this policy shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this policy to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program in the school district, written notice shall also advise the parent/ guardian of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of his/her expulsion, and of the conditions, if any, under which readmission may be granted.

### **B. Conduct Giving Rise to Expulsion**

Recommendations for expulsions for actions other than those specified below are based on consideration of the following factors:

- The nature and seriousness of the conduct;
- The degree of danger to the school community;
- The student's disciplinary history, including the seriousness and number of previous infractions
- The appropriateness and availability of an alternative education placement or program;
- The student's age and grade level;
- The results of any mental health, substance abuse or special education assessments;
- The student's attendance and academic records; and
- Other appropriate matters.

No decision to expel a student shall be reversed on the grounds that such factors were not considered. Nothing in this subsection precludes the School Board from considering any of the factors listed above as special circumstances for purposes of expulsions discussed in the following subsections.

## **BUS CONDUCT**

***These rules are in addition to the other rules on student conduct in this handbook.***

All schools, grades K-12, are to be consistent with bus discipline.

Bus transportation is offered as a convenience to our students and their families. Only students and school employees are allowed to ride the bus without special permission of the Principal or Director of Transportation. Bus-riding is a school activity, and students are subject to all school rules of behavior while waiting on, riding, or leaving the buses.

Parents should reinforce our efforts to provide safe transportation by supervising their students as much as possible before and after the bus arrives at the bus stop. However, while students are under the supervision of the bus driver, parents may not interfere with the driver's duties. Drivers shall correct misconduct on the bus and report it to school principals and police, when appropriate. Bus misconduct by breaking any law, any school rule, or any of the rules listed below may result in temporary or permanent loss of bus-riding privileges.

Efforts will be made to pick up and drop off students a reasonable distance from their residences and accommodate students with handicaps; however, the director of transportation is under no obligation to establish bus stops at locations specified by students or parents. In addition to all the rules that apply to school activities, the following special rules also apply to students on buses:

### **Before the Bus Arrives**

1. Arrive at the bus stop five (5) minutes before the bus is due. Dress appropriately for the weather. You may have to wait in the rain or cold.
2. Wait for the bus in a safe place; stand ten (10) feet back from the roadway and wait until the bus comes to a complete stop before approaching.
3. Form a single line and enter the bus in an orderly manor (no pushing or shoving).
4. When entering or exiting the bus, always use the handrail.
5. Carry belongings in a backpack or book bag and if something falls under or around the bus, tell the driver. **NEVER TRY TO PICK IT UP YOURSELF!**

### **While on the Bus**

1. All rules for the classroom apply to the bus. No loud talking or yelling permitted.
2. Always cooperate with the bus driver and other school officials.
3. Once you have entered the bus, find a seat quickly.
4. Remain seated and face forward at all times; do not change seats, and keep feet out of the aisle. Bus seats are designed to protect you in an accident and can only do so if you are sitting properly.
5. Do not be destructive. Throwing objects on or off the bus is strictly prohibited. Students and their parents may be held responsible for damage to the bus or property outside the bus. Vandalism, including writing on seats, will not be tolerated.
6. Harmful items, such as drugs, tobacco, alcohol, knives, weapons, etc. ... are strictly prohibited
7. Be courteous to your bus driver and fellow passengers. Use no profane language or gestures.
8. Help keep the bus clean.
9. Keep all parts of your body inside the bus at all times.



10. No food or beverages, except in lunches, are permitted. Lunches should be kept inside a lunch box or a backpack or book bag.
11. Only those times that can safely held in your lap or stored under the seat will be permitted on the bus.
12. Remain absolutely quiet when the bus is approaching and stopped at railroad crossings.
13. Sports Equipment must be in a bag.

#### **When Leaving the Bus**

1. Exit the bus in an orderly manner (no pushing or shoving).
2. If you must cross the street, walk away from the bus and forward about twelve (12) feet until you can see the driver's face. Cross only after the driver motions for you to cross, and check traffic as you cross the street.
3. If something falls under or near the bus, tell the driver. **NEVER PICK IT UP YOURSELF!**
4. Never cross behind the bus.
5. Cross over about six (6) feet away from the side of the bus and stay away from the wheels. Do not attempt to grab the bus or run after it.
6. Never attempt to crawl under the bus for any reason.
7. Go directly home after leaving the bus.

#### **Emergencies**

In the event of an emergency on the school bus, students must always cooperate with the bus driver. Students should remember to remain calm and be quiet so they can hear the driver's instructions. This is especially critical if it becomes necessary to evacuate the bus due to an immediate hazardous condition.

#### **Riding a Different Bus**

The primary purpose of Watson Chapel Public Schools Transportation Department is transporting eligible students to and from home. Therefore, students are expected to ride their assigned bus each day to and from school and get on and off at their assigned bus stop.

Students who wish to ride a bus other than their assigned bus should provide their own transportation. This means parents are responsible for providing this type of transportation.

In special circumstances, it may be possible for a student to obtain a bus pass to ride a different bus, however, passes will only be issued on a space available basis and for one time only. Passes for this type of transportation **MUST** be obtained from the school principal. Notes to the Bus Driver are not acceptable in lieu of passes. Passes will not be issued for more than one day at a time. A written request must be submitted to the principal by the parent before a bus pass will be considered.

### **Bus Discipline**

Disciplinary offenses that are determined to be severe {fighting, cursing, bullying, harassing, obscene gestures, throwing objects, vandalism - student must pay for damages, smoking, possession of drugs, and failure to properly identify self} by the school district administration will lead to immediate loss of bus-riding privileges. An incident on a bus deemed severe may also result in a student being suspended from school. For less than severe offenses, the following consequences will result from violations of the rules:

- 1st Report**     Warning and conference with student
  - 2nd Report**     Probation and conference with the student and parent
  - 3rd Report**     2-day bus suspension (a.m. and p.m.)
  - 4th Report**     3-day bus suspension (a.m. and p.m.)
  - 5th Report**     Five (5) day suspension from all a.m. and p.m. buses – Conference with parent and student including representative from transportation department
  - 6th Report**     Ten (10) day suspension from all a.m. and p.m. buses
  - 7th Report**     Thirty (30) day suspension from all a.m. and p.m. buses – Conference with parent and student including representative from transportation department.
  - 8th Report**     Bus suspension from all a.m. and p.m. buses for the remainder of the school year
- \*ANY LEVEL 3 OFFENSES WILL BE AN AUTOMATIC 5 DAY BUS SUSPENSION\***

**NOTE:**            **Any student suspended from the bus who rides in violation of his/her suspension will have the suspension days doubled.**

Two copies of each bus suspension will be sent home for parent notification. The original (white) copy is to be signed by the parent and returned to the school office. The other copy is to be kept by the parent. Reasonable attempts will be made to contact the parent by phone on the day of suspension. A student may ride the bus home on the day a suspension is issued. Once bus privileges are suspended or revoked by the school district, it becomes the parent's responsibility to deliver and pick up students on time.

## **Definitions of Disciplinary Terms**

\*Alcohol – (liquor law violations – possession, use, and sale): Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. (L-II or III), possession of alcohol (L –II), and distribution of alcohol (L-III)

Arson - Intentionally starting (L-III) or attempting (L-II) to start any fire or combustion.

Attendance Policy Violation – Any absence of part of a day, or all of a day, or for more than one day from school which the school attendance officer, principal, parent, or guardian is not aware for the purpose of defeating the intent of compulsory education.

Bomb/\*Explosive – Threat or use of a device containing combustible materials and a fuse (L-III)

\*Bullying - means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable: (A) Physical harm to a public school employee or student or damage to the public school employee's or student's property (L-III); (B) Substantial interference with a student's education or with a public school employee's role in education (L-II); (C) A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act (L-II or L-III); or (D) Substantial disruption of the orderly operation of the school or educational environment (L-II).

Burglary - Unauthorized entry into a school district building (unoccupied) with the intent of committing a felony when the building is closed to the students and the public (L-III).

Bus Misconduct - Failure to comply with rules of bus safety or Student Conduct Behavior Code (L-I).

\*Cellphone/Electronic Device – Improper use/possession of electronic device (L-I).

Cheating - To act in a dishonest or deceptive way involving classwork and/or exams or state test (L-I).

Classroom Incident/Disruption – Any act intended to be disruptive of and school activity, function or process of the school (L-I), or is dangerous to the health or safety of students or others (L-II), or interrupts or obstructs the learning environment (L-I).

\*Club – A short heavy stick also known as a cudgel, baton, truncheon, nightstick, or bludgeon used to cause injury to a person.

Continued Discipline Problem - An action or behavior that continues to happen after previous interventions and the administrator reviewing the incident reasonably believes

that any consequences available for that level would be ineffective because it has already been tried unsuccessfully to address previous violations by that student of the same provision and the Superintendent and/or School Culture and Climate Specialist approves the decision in writing. One level discipline progression. (L-II or L-III)

\*Cyberbullying – Any form of communication or posting content by electronic act that is sent with the purpose to harass, intimidate, humiliate, defame, incite violence to or threaten a student, public school employee, or person with whom the other student or public-school employee is associated. (L-II or L-III).

Damage to Personal/School Property - To inflict physical harm on (something) so as to impair its value, usefulness, or normal function depending on the severity of the conduct and/or damage (L-I, L-II, or L-III).

\*Disorderly Conduct – (Significantly disrupts all or portions of the campus activities, school sponsored events or school bus transportation) – Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. (L-II).

Disrespect – Use of abusive language or behavior that is intimidating, hostile, or dismissive in nature (L-I).

Dress Code Violation - Failure to adhere to the dress code regulations as stated in your school handbook (L-I).

\*Drugs – Excluding alcohol and tobacco, (illegal drug possession, sale, use/under the influence): Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g. Demerol, morphine, marijuana, LSD, opioid, etc.), narcotic substance, or inhalant. This includes taking someone else's prescription medications.

Explosives – Incendiary or poisonous gas; any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, i.e. Bomb, Grenade, Rocket having a propellant charge of more than four ounces, Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine, or Similar device.

False Fire Alarm - Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists (L-II).

\*Fighting – Violent incidents with or without injury (physical altercation, pushing, shoving); fighting (mutual altercation) (L-II).

Food and/or Drink - No selling or consuming food and/or drinks in unauthorized areas without permission (L-I).

Gambling - Playing any game of skill or chance for money or anything of value (L-I).

\*Gangs - A student shall not engage in gang activities. Street gangs mean any ongoing organization, association, or group of three or more persons, whether formal or informal, that has as one of its primary objective or activities to commit one or more criminal (L-II or L-III) or non-criminal gang activities. This includes articles of clothing that symbolize association, rituals or activities (L-I).

Handguns, Rifles, and Shotguns - Possession of an instrument or object defined as a firearm and used to inflict harm on another person. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; and any firearm muffler or firearm silencer.

- 08-Handgun - A firearm (revolver or pistol) designed to be held and fired with one hand
- 09 Rifle - A shoulder weapon
- 10 Shotgun - A smoothbore shoulder weapon used for firing shots at short range

Harassment - A pattern of unwelcome verbal or physical conduct relating to another person that causes substantial interference with the other's performance in the school environment.  
(L-II III)

\*Insubordination - failure to recognize or submit to the authority of a superior. (L-I).

\*Knife - An instrument composed of a blade fixed into a handle, used for cutting or as a weapon.

Loitering/Trespassing - Entering any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion) (L-I).

Missed Detention Hall - Absence from an assigned Detention (supervised retention of students beyond the regular school schedule when a teacher, staff member, or administrator requests the students show improvement of behavior resulting from violation of a school rule) without the permission of a teacher or administrator (L-II).

No Show for Work Detail - Students did not show up for a previous assigned Saturday work detail (L-II).

Off Campus Conduct - Conduct outside of school time/away from school that poses a threat (L-I) and/or safety to the school (L-II).

Other - This option ONLY encompasses infractions not listed. This category is designated for discipline violations that are non-violent or do NOT fit in any of the categories as defined elsewhere in the coding chart. LI-II) (Examples include: horse play, profanity, cheating, gambling, plagiarism, pornography, non-violent disruptive behavior, dress code, no homework, chewing gum, excessive talking, and other general classroom management or school ground violations.)



\*PDA - Includes physical contact including, but not limited to, intimate touching, hand holding, fondling, cuddling, kissing, etc. at school or a school-sponsored activity between two students (L-I).

Personal Electronic Device- Use of electronic devices that violate school policy. (L-I)

Physical Attack/Harm on Student – Examples include striking that causes bleeding, broken nose; kicking. Consider age and developmentally appropriate behavior before using this category. This category may be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Includes an attack with a weapon in this category.

Physical Attack/Harm on Staff – Examples include striking that causes bleeding, broken nose; kicking. Consider age and developmentally appropriate behavior before using this category. This category may be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Includes an attack with a weapon in this category.

Profanity/Vulgarity - Writings, speech, or gestures that convey an offensive, obscene, or sexually suggestive message (L-I).

\*Rifle - A gun, especially one fired from shoulder level, having a long spirally grooved barrel intended to make a bullet spin and thereby have greater accuracy over a long distance.

Riotous Behavior - Participation in a disturbance with the purpose to commit or incite any action that presents a clear and present danger to others, causes physical harm to others, or damages property(L-III).

Robbery - Taking property from a person by force or violence, or threat of aggression (L-III).

Rough Play - Excessive physical contact that could possibly escalate into injuries and/or fights (L-I).

3 Sexual Behavior- Mutual sexual acts including sexual intercourse, fondling, nudity, etc... (L-II III)

\*Sexual Harassment – Is when a student engages repetitively in behavior that involves unwelcome sexual advances, unwelcome touching that is sexual in nature, unwelcome requests for sexual favors from or offers sexual favors to another student such that the conduct has the purpose or effect of interfering with the other's performance in the school environment. (L-II or L-III).

Sexual Misconduct - Engaging in sexual activity; possession or distribution of pornographic materials (L-II).

\*Shotgun - A gun that shoots a large number of small metal balls.

\*Staff Assault – An attempt to commit a battery, or intentionally placing the school employee in reasonable apprehension of receiving a battery, or making statements threatening physical harm to a school employee.” An overt act or attempt, or the unequivocal appearance of attempt, with force and violence, to immediately physically injure another person, with the show of force or

menace of violence being sufficient to put a reasonable person in fear of immediate physical injury (L-III).

\*Stealing/Theft - Take (another person's property) without permission or legal right and without intending to return it (L-II).

Tardiness - Failure to be in assigned place at the assigned time without a valid excuse (L-I).

Technology Use Violation- Violations that are against district/school appropriate use policies for technology and the internet. (L-I)

\*Terroristic Threats - A threat to cause serious physical injury to another person. (L-III).

\*Tobacco / e-Cigarettes/ Vaping Devices (Cigarettes or other forms of tobacco) – The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation by any student. This shall include e-Cigarettes or personal vapors. (L-I).

\*Vandalism - The willful or malicious destruction or defacement of public or private property (L-II). **If a student breaks, loose, or damage school technology or equipment they are responsible for repair or replacement cost as outlined in the Student Technology Agreement (page 61 of Student Handbook). If the entire Chromebook has to be replaced and cannot be repaired, the cost is \$300.**

Vehicle Misconduct - A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health and/or safety (L-III), or a disruption to the educational process (L-II). (Any violation of rules stated on the School Day Vehicle Registration Information Form and/or Student Handbook, page 31) Disclaimers: The school is not responsible for lost or stolen items, damage, and/or wrecks. However, the parking lots, students and student vehicles are subject to school district policies, state and local laws. Vehicles, as well as personal belongings, may be searched by school officials if there is reasonable suspicion that the search will produce evidence that a student has violated or is violating a school law or rule.

Weapon (Possession) - An article or implement that can cause bodily harm. This includes guns, knives, razors, clubs, and nunchaku, brass knuckles, or any other object intended to be used to inflict bodily harm (L-II).

*(\*Indicates State Codes)*

## **Consequences/Interventions**

30-Day Suspension from Activities – student will be suspended from any activity for a period of 30 days per administration.

Additional Assignment/Think Sheet – an extra assignment to educate the student on the inappropriate behavior.

Alternative Education Program – refers to an Alternative Learning Environment as provided for in AR Code 6-48-103.

Behavioral Contract - a contract that spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan.

Behavior Intervention Plan or BIP – refers to a plan created by appropriately trained professionals for an individual student comprised of positive behavior interventions, strategies, and supports, which may include modifications to the nature of instruction, curriculum, or school routine. Such plans are typically developed based on the outcome of a Functional Behavior Assessment and reflect feedback from parents or guardians regarding the emotional, mental, and physical health of the student. While such plans are often prepared for students with a documented disability, they can be prepared for any child.

Bus Suspension - the student is suspended from the bus for a specified period of time by the local school administrator. The student is expected to attend school, but the parents are responsible for providing transportation to school.

Class/Schedule Change – counselor will change a student schedule to best meet the needs of the student.

Community Service Task – Student will be assigned a task to help a community partner.

Confiscation of Item/Personal Device– school staff will remove an item from a student until the parent/guardian can pick it up (this is at the discretion of the administrator).

Conflict Resolution - informal or formal process that two or more parties use to find a peaceful solution to their dispute.

Counseling - the provision of assistance and guidance in resolving personal, social, or psychological problems and difficulties, especially by a professional.

Corporal Punishment – refers to any physical contact with a student by any school personnel for the purpose of administering disciplinary consequences. This term does not include 1) a physical escort, which is a temporary touching of the hand, wrist, arm, shoulder, or back for the purpose of guiding or directing a student who is behaving in a manner inconsistent with school policies to walk to a safe location; or 2) reasonable contact to intervene in a physical altercation.

Detention- refers to a consequence for a violation of the Code of Conduct that does not remove the student from the classroom during instructional time but requires a student to spend some amount of time in a particular school location during lunchtime, after school, or on the weekend.

Disciplinary Probation/Hearing (in progress) - A student found guilty of certain offenses may be placed on probation by the local school and/or the Student Disciplinary Panel. Probation is a trial period during which a student violating school and/or school system rules is subject to further disciplinary action.

Due Process - A student is afforded oral or written notice of the charges against him/her and is given an opportunity for a review, hearing or other procedural rights in accordance with state and federal laws.

Exclusionary Discipline – refers to any discipline consequences that removes a student from classroom instruction in his/her home school, including, but not limited to, In-School Suspension, Out-of-School suspension, Expulsion, Virtual Learning placement, or transfer to an Alternative Education Program. It does not refer to positive interventions, corrective strategies or detention.

Expulsion - refers to a consequence for a violation of the Code of Conduct that removes a student from his/her home classroom and school for more than ten (10) days.

Functional Behavior Assessment or FBA – refers to a systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective Behavior Management Plan can be developed. Such a plan identifies pupil-specific, socio-affective, cognitive and/or environmental factors associated with the occurrence (a nonoccurrence) of specific behaviors, to understand the function or purpose behind the behavior. An FBA consist of describing the problem behavior, identifying preceding or subsequent events that control the behavior and developing and testing a theory of the behavior. It should be completed by qualified professionals after reviewing student records and other relevant data, conducting interviews with the student and the student's parents or guardian, and direct observation. FBA's are most commonly conducted for Students with a Disability, but can be conducted for any child.

In-School Suspension – refers to a consequence for a violation of the Code of Conduct that removes a student from the regular classroom to a different in-school setting during the course of the regular school day, a setting where the student has the opportunity to complete his/her school work.

Instructional Staff – refers to certified staff (e.g., teachers and counselors) and non-certified staff (e.g., teacher aides) who work directly with students.

Law Enforcement Powers – refers to arrest, citation, search, seizure, handcuffing, or the Use of Force.

Long-Term Suspension - The student is suspended **out-of-school** for more than ten (10) days.

Loss of Privilege – school staff will remove an activity/event from the student and explain why the privilege was taken away.

Loss of Parking Privilege – school staff will remove a student's ability to park a vehicle on campus.

Modification of IEP/504 – the team will determine what changes should occur to the IEP or 504 Plan based on discipline data.

Office Referral – a tool that assists the staff in documenting behavior issues that is given to the administrator.

Out-of-School Suspension – refers to a consequence for a violation of the Code of Conduct that removes a student from his/her classroom and school for ten (10) days or less.

Parent Escort – parent/guardian will come to school/event with the student to minimize inappropriate behavior.

Parent/Guardian, Student, Teacher Contract – are a negotiated agreement between the adult/teacher, parent/guardian, and student. The focus is on increasing positive behaviors the teacher wants to see in the classroom by providing daily pre-correction, prompting, and reinforcement of desired behaviors.

Permanent Expulsion - The student is removed from all public-school property and activities or events for an indefinite period of time. This action shall be taken by the Board of Education.

Phone Call/Letter Home – school staff will notify the parent/guardian of the misbehavior.

Redirection – school staff will provide a quick reminder of what the student should be doing, the expectations, and/or class rules.

Refer to RTI (Response to Intervention) - school staff will refer a student to the RTI team when classroom interventions are not helping the student correct the misbehavior and they are at a Level 2.

Referral to Behavior Interventionist/Dean/Counselor – school staff will refer a student when classroom interventions are not helping the student correct the misbehavior.

Reflection of the Incident - when a student is displaying unacceptable behaviors, this can be used to help correct undesired behaviors or, alternatively, to reinforce those students following the rules and exhibiting expected and desired behaviors.

Referral to Community Agency - school staff will refer a student to an outside agency in crisis situations.

Repeated Violations - The sanctions for repeated violations of the same code of conduct provision shall not exceed the maximum consequences allowable for that level of offense. The administration reviewing the incident reasonably believes that any consequences available for that level would be ineffective because it has already been tried unsuccessfully to address previous



violations by that student of the same provisions. The school culture and climate specialist approve the administrator's decision in writing.

Restitution - the restoration of something lost or stolen to its proper owner, replacing the item, and/or providing monetary value of the item.

Restorative Practice: Harm Repair – process of creating and nurturing meaningful and just relationships when harm and/or conflict has occurred by another person.

Review of Appropriate Behavior - school staff will provide a detailed description of what the behavior is and looks like.

Seat Change – the student is moved from one seat in the classroom to another seat.

Short-Term Suspension - The student is suspended **out of school** up to ten (10) days by the local school administrator. The student may be suspended for an accumulation of offenses, as well as a major offense. Suspended students may make up those tests and assignments that the teacher determines will have impact on the student's final grade and mastery of course content. Assignments that the teacher does not require to be made up will not count towards a student's final grade. It is the student's responsibility to make arrangements to make up work within five (5) school days upon return to school. During the term of suspension, the student is not allowed on the school campus or at any school activity or school-sponsored event.

Student Disciplinary Panel (in progress) - A three-member panel composed of an administrator, teacher, counselor, social worker or school officials. The Panel hears evidence presented by the school system, the student, and parents when a student is referred by the local school principal or his/her designee. The Panel has the authority to make decisions ranging from returning the student to the local school to recommending to permanent expulsion of the student.

Student(s) with a Disability – refers to a student who would qualify to receive disability-related services under the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), or section 504 of the Rehabilitation Act of 1975 (Section 504).

Teacher Conference with Parent/Guardian – a meeting held between parent/guardian and teacher.

Teacher Conference with Student - a one-on-one meeting between a student and a teacher.

Time-Out - a brief suspension of activity and/or a quiet period used especially as a disciplinary measure for children.

Use of Force – refers to any physical contact or coercion used to control or restrain a student. The term does not include a physical escort, which is a temporary touching of the hand, wrist, arm, shoulder, or back for the purpose of guiding or directing a student who is behaving in a manner inconsistent with school policies to walk to a safe location.

Warning (Verbal or Written)- the school staff will let the student know of the misbehavior to give the student an opportunity for redirection.

Zero Tolerance - There will be consequences for serious drug, weapon, and youth gang/hate group offenses on school property or at a school activity, function or event. The school system will be proactive. Each individual case will be reviewed.

# Forms Attachments

## **BULLYING REPORT FORM**

Watson Chapel School District  
Public Schools Form  
for  
Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

*Please submit this report to the principal or any school staff member.*

### **Victim or Target Information (Bullying)**

School: \_\_\_\_\_

Name(s) and grade(s) of Victim/Target: \_\_\_\_\_

### **Reporting Information ("Optional for students/parents/guardians")**

Name & Title of Person Reporting: \_\_\_\_\_

Relationship to Victim/Target: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

### **Incident Information**

Name(s) of student(s) accused of engaging in bullying behaviors OR description (if name(s) unknown): \_\_\_\_\_

Location of incident: \_\_\_\_\_

Date and time of incident: \_\_\_\_\_

Approximate dates, times, and frequency of prior incident(s): \_\_\_\_\_

Describe what happened and who was present in as much detail as possible  
(Required Information):

\_\_\_\_\_  
\_\_\_\_\_

This form must be filled out completely by a parent/guardian ***within 15 days*** of the date the parent first knew of the decision or action giving rise to the complaint or grievance; this form is to be used if the issue was **NOT** resolved with the campus administration.

- |                                |       |
|--------------------------------|-------|
| Student/Parent Signature _____ | _____ |
| Received by _____              | _____ |
| (Kerri McNeal)                 | _____ |

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## PARENT / STUDENT'S COMPLAINT FORM

### LEVEL TWO

This form must be filled out completely by the parent or guardian appealing a Level One decision to the Superintendent or designee. This form is to be used if the issue was **NOT** resolved with the District Director of Student Support and Intervention, Kerri McNeal.

1. Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Campus \_\_\_\_\_

2. Parent's Name \_\_\_\_\_ Daytime Phone \_\_\_\_\_

3. Date of Incident \_\_\_\_\_

4. Please write a brief description of the incident

5. Has this incident been reported to anyone else? YES or No

Name & Position \_\_\_\_\_

6. What remedy do you seek to this complaint?

7. Attach a copy of your original Level One complaint.

8. Attach a copy of your Level One decision.

\_\_\_\_\_  
Student/Parent Signature

\_\_\_\_\_  
Received by (Jamie Roberts)

*\*Please provide the student/parent a copy of this report at filing\**  
**PARENT / STUDENT'S COMPLAINT FORM LEVEL  
THREE (School Board)**

This form must be filled out completely by a student or parent appealing a Level Two decision to the School Board.

1. Name \_\_\_\_\_ Grade \_\_\_\_\_
2. Campus \_\_\_\_\_
3. Address \_\_\_\_\_
4. Home Telephone \_\_\_\_\_
5. To whom did you last present this complaint?  
\_\_\_\_\_  
Date of Conference \_\_\_\_\_
6. If you will be represented by another person in pursuing your complaint, please identify the person representing you.  
Name \_\_\_\_\_  
Address \_\_\_\_\_  
City, State and Zip \_\_\_\_\_  
Telephone Number \_\_\_\_\_
7. Attach a copy of your original Level Two complaint.
8. Attach copies of the Level One and Level Two decisions.

Student/Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Received by \_\_\_\_\_ Date \_\_\_\_\_

Jamie Roberts

*\*Please provide the student/parent a copy of this report at filing\**

**Division of Elementary and Secondary Education  
Equity Assistance Center - Complaint Form (Level 4 DESE)**

**About the Complainant**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Your Position: ☐ Student ☐ Parent ☐ School Employee ☐ Attorney ☐ Other (specify): \_\_\_\_\_  
Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
LEA & School: \_\_\_\_\_

**Complaint**

Specific policy/law violated (if known):

- ☐ Age Discrimination Act of 1975  
☐ Anti-Bullying  
☐ Arkansas Public School Choice Act of 1989 (Garland County)  
☐ Constitutionally Protected Prayer in Public Elementary and Secondary Schools  
☐ Public School Choice Act of 2015  
☐ Retaliation  
☐ Section 504 of the Rehabilitation Act of 1973  
☐ Student Discipline and Handbook Policies  
☐ Title IX of the Education Amendments of 1972 (Discrimination on basis of sex, sexual harassment, and inappropriate sexual behavior)  
☐ Title VI of the Civil Rights Act of 1964 (Discrimination on basis of color, religion, national origin & gender)  
☐ Other policies/laws (specify): \_\_\_\_\_

Describe facts of alleged act—including dates. Must allege a violation that occurred within the past 120 days.

Have you attempted to resolve the above-mentioned allegations with the school/LEA through an internal grievance procedure, appeal, or due process hearing?

NO ☐ YES ☐ If yes, describe actions you have taken to seek resolution.

**Division of Elementary and Secondary Education  
Equity Assistance Center - Complaint Form**

Have the allegation(s) been filed with any other federal, state, or Civil Rights Office, or any federal or state court? NO ☐ YES ☐ If yes, describe below.

Describe the resolution you are seeking?

Verify that the information you provided is accurate and sign.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

This form is optional. A complaint may be submitted using plain paper, stationery, etc. Attach additional pages or evidence if necessary.

Submit the complaint or request EAC complaint investigation procedures via any of the following ways:

**Mailing & Street Address**

Equity Assistance Center  
Division of Elementary and Secondary Education  
4 Capitol Mall, Box 25  
Little Rock, AR 72201

**Fax Number**

501-682-7288

**Email Address**

[ADE.EquityAssistance@ADE.arkansas.gov](mailto:ADE.EquityAssistance@ADE.arkansas.gov)



Equity Assistance Center  
501-682-4213

<https://dese.ade.arkansas.gov/Offices/legal/equity-assistance-center>

## ***ENHANCEMENT OF DISCIPLINE***

The undersigned recommends a one level enhancement of disciplinary consequences for

\_\_\_\_\_ because of repeated failure of level \_\_\_\_\_ consequences to  
Name of Student Level I, II, III

resolve the behaviors and my assessment that those interventions have not nor will they be effective.

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

*Please include documentation of the interventions that have been tried with the student.*



**REVIEW OF DISCIPLINE**

Edgewood  
Elementary

Coleman  
Elementary

Watson Chapel  
Jr. High School

Watson Chapel  
High School

The undersigned has reviewed the disciplinary action assessed by \_\_\_\_\_

Teacher

on \_\_\_\_\_ concerning the behavior of \_\_\_\_\_

Date

Student

and **AGREE OR DISAGREE** with the action taken.

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

**Disagree**

(please note what changes will occur based on the disagreement of teacher discipline.)