



LIFE MALE STEAM ACADEMY

Code of Conduct

excerpted from Student Parent Handbook

2025-2026



General Information

MISSION AND VISION

LIFE Male STEAM Academy will prepare all male scholars for college success and career readiness. We also serve as a catalyst to increase the presence of African-American males in the STEM pipeline.

LIFE MSA founders have embraced the mission of creating a STEAM-focused K-12 school that will enroll male students of all races and national origins, while offering an academic environment that is especially supportive of African-American students. African-American male students, and other youth who have been underserved in public school programs, are also under-represented in the STEM pipeline. According to a recent ACT STEM Survey, 40 percent of Pennsylvania students display STEM college/career readiness, but only 10 percent of African American students possess STEM college/career readiness skills. The educational philosophy employed at LIFE MSA emphasizes core values which promote the social and emotional development of boys. The word and name LIFE has been selected very intentionally to reflect, not only the connection between learning and real world success, but also the phrase the forms its acronym:

LIVING: Develop life-long learners with successful careers who possess the ability to create, develop, and maintain positive relationships to be leaders in their families and communities.

INTELLIGENTLY: Develop multiple intelligences, academic skills, and techniques so students will have the depth and breadth of content, techniques, and academic concepts.

FULFILLING: Develop an appreciation for academic, personal, and professional success.

EXPECTATIONS: Develop a future first mindset based on an articulation of goals and appreciation for the possibilities of life.

The philosophy of LIFE MSA is based on the belief that there is a critical need to teach male scholars from groups who have historically lacked access and opportunity how to use technology in ways that foster their own creativity, critical thinking, and collaborative problem-solving skills. The school model will provide the support they need to meet their own personalized learning goals regardless of the skill base they have upon entry. Instructional practices will emphasize mastery, critical thinking, and innovation which students develop as they progress through the school's integrated, project-based curriculum.

The overarching vision of LIFE MSA focuses on nurturing the intellectual capacity of all students through inquiry-based science, technology, engineering, arts and math education. This academic framework was selected because of its proven effectiveness in preparing male scholars for college success and career readiness. The founding group for LIFE MSA has developed a school model designed to guide male students in the Woodland Hills School District toward pathways for academic and career success that generations of students have been denied. The school model was created with the goal of transforming the education and workforce experiences of male students whose academic progress has been limited by numerous obstacles including poverty, community violence, and lack of access to rigorous learning opportunities. LIFE MSA will also serve as a catalyst to increase the presence of African-American males, and youth from other underrepresented groups in the STEM pipeline.

SCHOLAR RIGHTS

At LMSA all Scholars the right to:

- Physical and psychological Safety at all times
- Supervision and input from others who are qualified to support their growth or success
- instruction that is challenging, accessible and helps to prepare them for post-secondary success
- spaces that are clean and orderly
- be respected for their unique talents, qualities and differences
- interact collaboratively and constructive with community members at all levels
- contribute constructively to the school environment and learning process
- respectfully assert ones concerns, interests and needs in ways that support their wellbeing and success

LMSA COMMUNITY COMMITMENTS

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:

Review the Student - Parent Handbook with your child prior to signing and returning to the school the written statement that you understand and consent to the responsibilities outlined in the Student Code of Conduct (see Code of Conduct).

Encourage your child to put a high priority on education and to commit to making the most of the educational opportunities provided by the school. The Student Code of Conduct recognizes the need for a working, cooperative relationship among students, parent/guardian, and school personnel. This relationship is most productive when:

Students

- Attend all classes daily and on time
- Are prepared for class assignments and activities
- Respect all persons and property
- Refrain from using profanity, abusive language, or inflammatory actions in personal interactions
- Conduct themselves in a safe and responsible manner
- Are encouraged to be healthy, clean, and neat
- Are responsible for their own work and behavior
- Abide by the rules and regulations set forth by the school and individual classroom teacher
- Seek changes in an orderly and approved manner

Parent/Guardian

- Keep in contact with the school concerning their child's progress and conduct
- Maintain up-to-date home, work, and emergency numbers at the school
- Ensure that their child maintains daily attendance and promptly report and explain an absence or tardiness to the school
- Provide their child with resources needed to complete classwork and homework
- Assist their child in being healthy, neat, and clean
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions

- Bring to the attention of school authorities any problem or condition which affects their child or other children of the school community

- Discuss report cards and work assignments with their child
- Attend parent/guardian/Teacher conferences
- Seek changes in an orderly and approved manner

School Personnel

- Are in regular attendance and on time
- Are prepared to perform their duties with appropriate working materials
- Respect all persons and property
- Communicate with parent/guardian, students, and other employees in a manner that reflects professionalism and caring
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Conduct themselves in a safe and responsible manner
- Are healthy, clean, and neat
- Abide by the rules and regulations set forth by the school and the District
- Seek changes in an orderly and approved manner
- Maintain an atmosphere which encourages good behavior and active learning
- Plan a flexible curriculum to meet the needs of all students
- Develop good working relationships among staff and with students
- Encourage the school staff, parent/guardian, and students to use the services of community agencies
- Utilize good guidance procedures and practices
- Encourage parent/guardian to maintain regular communication with the school
- Provide opportunities for parent/guardian participation in affairs of the school
- Involve the community in order to improve the quality of life within the school and the District

THE SEVEN WELLS OF LIFE

The 7 “Wells” comprise the seven pillars around which our culture and identity are organized.

A LIFE Scholar Is WELL-READ

You must study to have something to say. Books open doors and allow you to have something valuable to contribute to any conversation.

A LIFE Scholar Is WELL-TRAVELED

You will be exposed to other cultures, people and places, and learn to celebrate diversity to ensure that everyone is respected, accepted, and appreciated. Seeing the world outside of your own community opens your eyes to a world of possibilities.

***A LIFE Scholar Is* WELL-SPOKEN**

You will develop verbal and written abilities to communicate with precision, grace, confidence, and style. You will be inclusive of an academic community that ignites a passion for learning and inspires habits of critical thinking, collaboration, and self-discipline.

***LIFE Scholar Is* WELL-DRESSED**

You must model success and represent what is possible. When you enter the public, as a LIFE scholar, your attire should be representative of a future decision maker, servant leader, and KING.

***LIFE Scholar Is* WELL-BALANCED**

You will be taught to possess healthy minds that reside in healthy bodies governed by healthy values.

***FE Scholar Is* WELL-CONNECTED**

You will be working in collaboration with other brothers, learning as much from each other as in the classroom. As an institutional ideal, brotherhood extends to all students, faculty, and staff. This is evidenced by the way we work and learn together and how we challenge and support each other. The goal is to achieve our most important objective, which is the making of a well-rounded man.

***A LIFE Scholar Is* WELL-LED**

Faculty and staff will model success by representing what is possible, provide access to resources as a conduit of information and knowledge, facilitate opportunities by serving as a reference and means to possibility, and inspire minds to create a burning desire to achieve in LIFE.

CODE OF CONDUCT AND CHARACTER

A POSITIVE LEARNING ENVIRONMENT

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The Code of Conduct is a set of collective commitments and one of the many supports in place to ensure that all students experience a positive learning environment. A positive learning environment requires that all students feel safe, welcomed, respected, and ready to learn. Utilizing restorative processes and principles of positive behavior support, all students are taught common expectations and are reinforced for appropriate behavior. Recognizing students for following expectations and demonstrating positive behavior is our focus at LMSA.

- Is proactive, preventive, supportive and corrective rather than reactive or punitive
- Offers a range of educational opportunities tailored to the unique needs of individual students
- Makes the three components of progressive discipline- reflect, repair, and teach- the primary goal of disciplinary action
- Protects students from behavior which threatens their health, safety, or welfare, or which interferes with learning
- Minimizes distractions and disturbances
- Is free of drugs, weapons, and harassment

THE STUDENT CODE OF CONDUCT IS IN FORCE:

- On school property prior to, during, and following regular school hours.
- On school property prior to, during and following any school activity
- While students are in a virtual/hybrid environment under the jurisdiction of LIFE Male STEAM Academy
- While students are on the school bus, at the bus stop, to and from the bus stop, or in a district vehicle
- At all school and district sponsored events and activities where school administrators have jurisdiction over students, on or off campus.
- If an act interferes with the educational rights of another student, causes a substantial or material disruption of the school environment, or has a harmful effect on the other students, the community, or on the orderly educational process.

The LMSA Administration has the authority to suspend or expel students for activities occurring off of school premises when a student's out-of-school conduct indicates that the student presents a threat to the health, safety, or welfare of other students and/or staff. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the health, safety, or welfare of other students and staff is sufficient evidence to warrant the initiation of disciplinary action. The Student Code of Conduct is not all-inclusive, and disciplinary action may be taken by the administration for any student behavior that is deemed inappropriate. The District and School's purview extends to any and all behavior that impacts the School community, regardless of where the student behavior takes place, including on social media. Students are expected to follow the school rules as outlined in this handbook as well as individual teachers' classroom rules.

AT LMSA ALL SCHOLARS WILL BE TAUGHT THAT:

1. I am responsible for my behavior
2. My behavior affects others
3. I'm expected to carry out an accountable consequence
4. I am expected to change my behavior

PRELIMINARY REQUIREMENTS: UNIFORMS

- **Students must be in uniform prior to entering the instructional environment.** Uniforms are a requirement at LMSA. This includes a shirt, tie, blazer and approved pants. There are no outdoor coats, hats, hoods or head coverings of any kind permitted to be worn during school. (include loaner items and items for purchase)
- **NOTE:** Students may be provided attire if it is available in emergency situations (shirts, ties etc.) It is however the responsibility of LMSA Families to ensure that your child has these items prior to arriving at school. Blazers do not need to be worn while working or during Specials.

DRESS CODE – SCHOOL UNIFORMS

To help create an environment conducive to learning, students at LIFE MSA are required to wear the designated school uniform. The Board believes that such a policy helps to create an environment conducive to learning and will permit students to focus their attention on academics and on those aspects of their personalities that are truly important.

To ensure that the school's uniform policy has its desired effect, it is important that it be implemented consistently. School administrators, faculty and staff should respond immediately to violations of this policy. The school uniform requirements for LIFE MSA are as follows:

WHAT SCHOLARS MUST WEAR

- White or Black collared shirt
- Purple Tie (or school issued tie)
- Grey, Charcoal or Black Trousers
- **PLEASE NOTE: The above three items are required unless otherwise stated**
- LIFE Issued Sweaters or Vests (on top of shirt and tie)
- Black blazer with school logo
- Black shoes

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FULL UNIFORM DAYS Blazer White or Black Collared Shirt Black, Grey or Charcoal Pants (no Denim) Tie (preferably purple) All Black Shoes				DRESS DOWN Polo Shirt LMSA Gear Khakis Black Shoes

WHAT SCHOLARS MAY WEAR

- All garment under clothes to insulate Scholars from cold (undershirts, thermals etc.)
- All garments under clothing that are appropriate to change into for Phys Ed (tees, shorts, sweats etc.)
- Outer garments to protect Scholar against inclement weather (NOTE: These should and must be removed prior to entering classroom), and may NOT be worn throughout the building
- Official school attire which is made available at school store or website when appropriate and designated by school administration
- Clothing that is consistent with the dress down theme of the day
- In general, dress down may include: khaki pants, polo shirts, approved vests or sweaters

WHAT SCHOLARS MAY NOT WEAR

- No hats, caps, doo-rags or bandanas are to be worn or displayed in the building.
- Shirts with offensive messages or unapproved wording.
- Noisy or distracting jewelry or accessories may not be worn. Nose/facial/tongue studs and/or visible body piercing, except for earrings, are prohibited. Visible tattoos are prohibited. Sunglasses may not be worn indoors.
- It is never appropriate for students to wear house slippers, pajamas, or bedclothes to school (unless authorized to do so). Students should never bring blankets or pillows.

DRESS DOWN DAYS

Although dress down days are a part of the LMSA weekly and monthly rhythm, they are still considered a privilege that must be earned. LMSA Staff and Admin reserve the right to to remove or restrict dress down privileges.

LMSA Staff reserve the right to restrict attire or adornments based on what is deemed appropriate for a learning environment.

CODE OF CONDUCT - GENERAL BEHAVIORAL EXPECTATIONS

BUS PRIVILEGES

The Student Code of Conduct will apply to all violations to and from school, at the bus stop, and while boarding, riding, or exiting buses. Proactive, preventative strategies and supports outlined in Steps 1 and 2 are applicable to the bus setting. Code of conduct infractions which occur on the bus may result in the suspension of bus-riding privileges. Students must follow bus safety regulations as follows:

1. Keep your hands, feet, and objects to yourself and inside the bus
2. Listen and follow directions from the bus driver
3. Stay seated while on the bus
4. No hands, body parts or object can project out of any window
4. Music should be played with headphones on. No audible music with inappropriate language or content will be permitted to be played.
4. Students only ride their assigned bus and get on and off at their designated stop unless otherwise approved by the principal
5. Parent/guardians are not allowed to enter the bus. Any concerns must be addressed with the building administrator and/or the bus contractor.

Failure to comply with these basic expectations may result in suspension of bus privileges and/or school.

POSSESSION OF ITEMS IN A BOOKBAG, LOCKER, MOTOR VEHICLE

LMSA presumes a student possesses, and is responsible for, all items found in the student's bookbag/bags, locker, motor vehicle etc. Students should regularly check the contents of their bags, belongings and storage locations. Student lockers are the property of the school and may be subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others. The responsibility of the student for the contents of the motor vehicle applies to any car a student drives to school without regard to who owns the car.

The following items are not permitted on campus

- Any item that can be construed as a weapon
- Any intoxicants or related paraphernalia
- Electronic items (unless authorized)
- Basketballs or footballs (unless authorized)
- Prohibited food items

- Items that are sold to others students on campus
- Fake money

CELL PHONES

- Students are not permitted to use or be in possession of cellphones during the school day. Cell phones have shown to be a potentially significant distraction. In an effort to minimize distractions and optimize learning all LMSA Scholars turn in mobile devices upon arrival and receive them again at dismissal.
- Unauthorized cell phone use will result in the following
 - **FIRST OFFENSE:** Written Document/Writeup Student will be required to turn over their device until days end. A Parent notification will follow (call, email)
 - IF STUDENT REFUSES TO COMPLY, a parent will be contacted and required to come and pick up the phone and or student
 - **SECOND OFFENSE:** Student must turn over phone, Phone must be picked up by parent or an approved guardian.
 - **THIRD OFFENSE:** Student loses the right to bring phone to school for a specified period of time.
 - LMSA reserves the right to restrict the use of cell phones by any student who repeatedly violates this cell phone agreement up to and including banning the student from bringing a device onto school grounds.

TIME AND PLACE

- All students are expected to come directly to school and arrive in a timely fashion. Students cannot and should venture off campus after disembarking from any bus, whether they be school issue buses or public transportation (PRT).
- Any student arriving after 8:15 is considered late.
- No student arriving after 9 am will be admitted to the building without a parent, guardian or legitimate written excuse. Parents must accompany students into the main office and sign them in when they arrive after 9am. Scholars who arrive after the cut-off time will be sent back home after parent contact is established. Breakfast will no longer be available after this time.
- Students must always remain in their designated area at the designated times. A student must be given permission to venture outside of their designated area for any reason (water or using restroom) or enter any space where they were not scheduled to be. This includes, but is not limited to:
 - any floor where they do not have class
 - any area of the building that is deemed off limits
 - any classroom where they are not assigned to be
 - the outer vestibule area

- SMART

- any elevator or any office space.

In certain instances, a student may be allowed to reset themselves in an alternate space with adult supervision.

HUMILITY and RESPECT

- **Students are expected to comply with all reasonable directives given by any LMSA staff.** This means a reasonable and achievable directive should be followed the first time.
- **Students use respectful language while in the learning environment.** This includes the absence of profanity, insults, taunting and all forms of language that are deemed inappropriate within a learning space. All LMSA staff and students are entitled to respect and a learning environment that is free of disruption.
- **Bullying, in any form, will not be tolerated at LMSA.** *All students must be and feel safe at all times for effective learning to take place.* Bullying includes all verbal and nonverbal behavior that uses force, threats or intimidation.
- **Students are expected to respect all school property and the personal property of others.** No student is permitted to touch anything that does not belong to them. Nor are students permitted to damage items that have been provided to them for effective learning (laptops, books etc.). Damage to any item or area that is considered school property will result in disciplinary action and possible repair/replacement fees.

EFFORT (and Engagement)

- **Students must remain engaged and on task during instructional time.** Although students may be given breaks and down time, no student is permitted to opt out of work and remain in class.
 - *LMSA is intended to be a rigorous, college preparatory environment where student engagement and effort is essential for success. Any student that is temporarily unable or unwilling to fully engage in the learning process will be provided the necessary supports to assist them with reengagement and success. Prolonged or persistent disengagement will result in a mandatory parent contact and conference.*
 - **Behavior which is deemed disruptive to the learning or psychological safety of any other student may result in the temporary removal of that student from the learning environment.**
- **Sleeping is not permitted during any time of the school day.** Students are expected to stay awake during instruction time unless unable to do so for physiological reasons.. If a student cannot stay up, they will be sent to the Smart Clinic for an evaluation or reset.

(SELF) RESTRAINT

- **All students are expected to keep their hands to themselves.** No form of inappropriate touch is permitted including: pushing, grabbing, bumping, hitting, kicking, throwing objects or unwanted touch.

- **Horseplay in the school will not be tolerated.** It is very important that students do their part in keeping each other safe, as well as the staff.

LMSA ANTI-BULLYING POLICY

LMSA believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

LMSA will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

LMSA expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, LMSA will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

This policy is to be followed by every student while on school grounds and when traveling to and from school or a school-sponsored activity.

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

RESPONSE TO INTERVENTION (MULTI-TIERED SYSTEMS OF SUPPORT)

Multi-Tiered Systems of Support (MTSS) is a general education initiative designed to establish teaching and learning environments that are effective, efficient, relevant and sustainable for all students, families and educators. This process is designed to help schools provide instruction and interventions for students who may be struggling in the classroom and/or within the school.

Tier 1 is considered the foundation of how each school provides instruction and proactive measures to ensure success for all learners and optimal performance by all educators.

Tier 2 includes all the practices included in the Core (Tier 1) as well as an increased level of supports that help students who are struggling.

The third tier includes all the measures provided in Tiers 1 and 2 with interventions specifically tailored to meet the needs of each student. Interventions are monitored to check progress and how a student responds to the support that is provided. Response to Intervention is a school-wide, holistic approach to educating all students.

I have read and agree to all of these school wide codes of character. I understand that these are the minimum expectations for all LMSA students and that failure to follow these expectations will result in corrective discipline.

Levels of Intervention and Corrective Discipline

Level 1: School Wide and Classroom Interventions and Responses.

These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers and staff are encouraged to try a variety of teaching and classroom management strategies including PBIS.

- Teaching/Reteaching and positive practice of correct behavior
- Individual Student Goal Plan and Incentives
- Proximity (move into vicinity of student)
- Verbal prompt/redirect
- Seat change
- Brief removal from learning environment/reset
- Referral to SMART Clinic -school based health professional (nurse, social worker, physician)
- Loss of classroom privileges
- Detention
- Contact parent or guardian via telephone, email, or any other means of communication
- Written reflection or apology
- Teacher or student conference
- Mentoring
- Mediation/Conflict Resolution
- Short term behavioral progress reports
- Check In – Check Out
- Service to school
- Restitution
- Restorative practice strategies
- Parent or guardian conference

Level 2: Intensive Support and Administrative Staff Interventions and Responses.

These interventions can involve the school administration and aim to correct behavior by stressing the significance of the behavior while attempting to keep the student in school.

- Teaching/Reteaching and positive practice of correct behavior
- Individual Student Goal Plan and Incentives
- Reprimand by appropriate administrator
- Mediation/Conflict Resolution
- Mentoring
- Loss of privileges
- Detention
- Parent or guardian contact
- Change in schedule or class
- Restorative practice strategies
- Restitution
- Referral to IEP or 504 Plan team
- IEP Meeting
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- Community Conferencing
- Assignment of work projects
- Referral to community organization

Level 3: Suspension and Referral Responses.

These interventions may involve the removal of a student from the school environment due to the nature or severity of the behavior.

- (see above interventions)
- Short term suspension
- Restorative practice strategies
- Referral to Alternative Educational Placement

- Referral to IEP team for manifestation determination if applicable for students with disabilities
- Revision to IEP or 504 Plan (students with disabilities) as needed
- Referral to community organization
- Community Conferencing
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan

Level 4: Extended Suspension and/or Expulsion.

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and terminating destructive or dangerous behavior.

- Long term suspension
- Extended suspension
- Expulsion
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- Community Conferencing
- Restorative practice strategies
- Referral to IEP team for manifestation determination for students with disabilities
- Revision to IEP or 504 Plan (students with disabilities) as needed
- Alternative educational placement within the District
- Alternative educational placement outside of the District
- Referral to community behavioral or mental health organizations
- Permanent expulsion for serious offense

Police Informed. These interventions involve police notification due to the severity of the behavior posing a threat to the health, safety, and welfare of oneself or others. When a student engages in illegal activity, it is necessary for the school staff to contact the authorities.

Expulsion

If a student brings the following objects to school, the expulsion will be for at least 1 year, but will be determined on a case by case basis:

- Firearm Look-alike firearm
- Knife
- Brass knuckles or other knuckle weapon
- Billy Club
- Any other object if used or attempted to be used to cause bodily harm

If a student is to be expelled, the following will occur: Parents or guardians will be informed in writing of the expulsion, which will detail the specific reasons why removing the student from the learning environment is in the best interest of the school, summary of evidence, and rationale for duration of expulsion. Parents or guardians will have 72 hours from the date of the expulsion to appeal the expulsion (in writing, but must be typed) to the Chief Academic Officer or designee. **Please see the following matrix for the other reasons for which disciplinary actions up to and including expulsion can occur.**

LMSA Specific Student Behaviors and Corrective Responses Matrix

Specific Behavior	Level 1 Classroom Interventions	Level 2 Intensive Support, Administrative Interventions and Responses	Level 3 Suspension And Referral Responses	Level 4 Extended Suspension and/or Expulsion
Assault				
• Bodily Injury		√	√	√
• Two or more person attack		√	√	√
Bullying	√	√	√	√
Cell Phone/Electronic Device Violations		√		
Class Cutting	√	√	√	
Destruction/Defacing School or Personal Property				
• Unintentional	√	√		
• Intentional	√	√	√	
Disruption to Learning Environment	√	√	√	

Dress Code Violation	√	√		
Extortion		√	√	√
Failure to Attend Detention				
• Failure	√	√		
• Refusal		√	√	
Fighting		√	√	√
Harassment				
• Verbal	√	√	√	√
• Physical		√	√	√
• Cyber (Cyber bullying)		√	√	√
• Sexual		√	√	√
Inciting Conflict or Violence		√	√	√
Out of Area				
• Classroom	√	√		
• Floor/Building		√	√	

Physical Contact w Staff		√	√	√
Sexual Assault		√	√	√
Sexual Misconduct		√	√	√
Tardiness	√	√		
Threats (terroristic, personal etc)		√	√	√
Theft/Receipt of Stole Property		√	√	√
Transportation Violations				
Truancy		√		√
Under the Influence/Use of ATOD (Alcohol, Tobacco or Other Drugs)				
• Possession		√	√	√
• Under Influence		√	√	√
• Use (on campus)		√	√	√
Unacceptable Language	√	√	√	
Unacceptable Use of Technology	√	√	√	
Weapons Possessions or Use				√

Appendix A:

ACKNOWLEDGEMENT: STUDENT CODE OF CONDUCT

This Student Code of Conduct is a document designed to provide expectations, and consequences for student behavior. We ask that you review the Student Code of Conduct with your child and have a discussion regarding school expectations. In addition, all parents will be expected to read and agree to LMSA's Technology – Acceptable Use Policy.

PLEASE SIGN BELOW and have your child sign to acknowledge that you have received a copy of the Student Code of Conduct, the Acceptable Use Policy, and the Notification of Rights under the Family Education Rights and Privacy Act (FERPA). Return the signed sheet to your child's homeroom teacher by the first day of school.

SIGN AND RETURN

This is to confirm that I have received a copy of the LMSA Student Code of Conduct.

Name _____ (Please Print)

Student Signature _____ Date _____

Parent/Guardian Signature _____