

HORNET PRIDE GUIDE



LITTLE FALLS
■ TOWNSHIP PUBLIC SCHOOLS ■

PORTRAIT OF A HORNET



OVERVIEW:

The Pride Guide serves as a procedure manual for the purpose of promoting student achievement. The guide will provide consistent expectations that will reinforce life long behaviors that will contribute to students' immediate and future successes.

Hornet Pride - In order to help ensure a respectful, responsible learning environment, it is expected that all members of our academic community will exhibit Hornet Pride. The Hornet Pride expectations are:

Students are expected to:

- Know and exhibit positive behavior and good manners
- Accept responsibility for their actions
- Respect others
- Adhere to all policies and procedures

School Staff is expected to:

- Model positive behavior and good manners
- Exhibit appropriate Social Media interactions
- Exercise respect and civility in all interactions with fellow staff members, students, and members of the community
- Maintain a positive learning environment
- Discuss and explain acceptable and unacceptable behavior with students and parents
- Create an atmosphere of mutual respect
- Consistently enforce the Pride Guide and its goals
- Adhere to all policies and procedures

Every Parent/Guardian will join us in:

- Modeling positive behavior and good manners
- Exhibiting appropriate Social Media interactions
- Exercising respect and civility in all interactions with staff, students, and members of the community
- Explaining and discussing the Pride Guide with his/her child
- Reinforcing student compliance with the Pride Guide, as well as all policies and procedures
- Providing emotional, social, and academic support to his/her child
- Adhering to all policies and procedures

TARDINESS:

Grades 1-4

Number of Tardy Arrivals	Consequence
7	Written warning to parents as per principal discretion.
More than 7	Conference with parents, school principal, or school counselor as per principal discretion.

Grades 5-8

Number of Tardy Arrivals	Consequence
3	Written notification to parents and referral to school counselor.
7	• Conference with parents, principal, & school counselor • Mandatory lunchtime Academic Office Hours with the school counselor for each day tardy. (7 and beyond). • Possible I&RS Referral

To promote accountability, security and the elimination of Period 1 disruptions, students arriving after:

- 8:15am at School 1
- 9:10am at School 2
- 8:50am at School 3

are required to be accompanied by a parent or guardian to the Main Office in order to be signed into school.

Seven (7) unexcused tardy arrivals are equal to one (1) unexcused absence from school.

ABSENTEEISM:

Grades 1-8

Number of Unexcused Absences	Consequence
5	Phone call home from the school counselor
9	• 1st formal letter to parents • Mandatory conference between parents, school counselor, and school principal • Possible I&RS referral
18	• 2nd formal letter to parents • Mandatory conference between parents, school counselor, and school principal • Mandatory I&RS referral • Loss of social privileges • Student will be required to attend mandatory academic office hours with the school counselor.
27	• 3rd letter to parents to be provided by the superintendent • Mandatory conference between parents, school counselor, school principal • Student will lose social privileges/social events • Student will be required to attend mandatory academic office hours with the school counselor • Retention pending academic standing & administrative review. • Possible removal from graduation promotional exercises • Possible truancy court and DCPD referral
33	An attendance review hearing will be held with the superintendent and, unless extenuating circumstances are found to exist, the student will lose credit for the year. • Student will be restricted from social events. • Students in grades 4-8 will be required to attend summer school at the parent's expense. • Any 8th grader will not be permitted to take place in graduation exercises

***Absent students must complete all assignments missed. Excessive absences may result in loss of credit for the year.*

Student Arrival, Late Arrival & Early Dismissal Procedures

To ensure the safety and security of all students, all late arrivals and early dismissals must follow the procedures outlined below.

Late Arrivals

- Students arriving after the start of the school day must be accompanied into the school by a parent, guardian, or authorized emergency contact.
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Early Dismissals

- Students will only be released to a parent, legal guardian, or an individual listed on the student's approved emergency contact list.
- Anyone picking up a student early must present a valid government-issued photo identification and sign the student out using the school's iPad visitor management system.
- Identification is required **every time** a student is signed out early.
- If an individual arrives to pick up a student and is **not** listed on the student's approved emergency contact list, the student **will not be released** under any circumstances.

Advance Notice for Early Pick-Up

To help ensure a smooth and timely dismissal process, families must notify the school in advance when a student will be picked up early.

- **School No. 2:** Parents/guardians must notify both the student's homeroom teacher **and** the school secretary no later than **2:00 p.m.**
- **School No. 3:** Parents/guardians must notify both the student's homeroom teacher **and** the school secretary no later than **1:00 p.m.**
- **School No. 1:** Parents/guardians must notify the school secretary no later than **1:00 p.m.**

These procedures are in place to protect every child and ensure that all dismissals occur safely, efficiently, and with minimal disruption to classroom instruction. We appreciate your partnership in helping us maintain a secure learning environment for all students.

BEHAVIORAL MANAGEMENT:

- The following code of conduct chart acts as a guide; all student consequence determinations ultimately reside with the school administration.
- Any misbehavior on a school bus is subject to the same consequences as if it happened on school grounds. Administration also reserves the right to suspend bus privileges for any student who is unable to behave appropriately while riding the bus.
- Before consequences for a classified student are determined, contact will be made with the Child Study Team.
- Habitual behavior (needing to be addressed by the principal (3 times or more) OR receiving a Realtime Behavior Referral (3 times or more) will result in a student being removed from a social event OR placed on Social Restriction, which will prohibit the student from attending any school wide / grade level events as determined by the principal.
- Type and length of each detention and suspension is at the discretion of the administration.
- The Little Falls Police Department may be included in any event as deemed appropriate by the administrator.

HORNET RESET / REFLECTION PROCEDURES: Grades K–2

In grades K-2, we believe every child deserves the opportunity to learn, grow, and make positive choices. Our approach to discipline is rooted in restorative practices, helping students recognize the impact of their actions, rebuild relationships, and develop the social-emotional skills needed for lifelong success.

When students need a moment to regain self-control, they may be given time to **reset and regroup** in a supportive environment before returning to learning. These moments are viewed as opportunities to reflect, problem-solve, and make better choices moving forward.

While we understand that mistakes are a natural part of learning, **unsafe behaviors** are addressed immediately. Any behavior that compromises the safety of students or staff will result in an immediate referral to the principal. Families will be contacted, and, when appropriate, a parent conference will be scheduled to partner together in supporting the child's success.

Our goal is always to work collaboratively with families to create a safe, caring, and respectful school community where every child can thrive.

Grades 3–4: Hornet Reset and Reflection:

As students grow, so does their ability to reflect on their choices and take ownership of their actions. In Grades 3 and 4, our discipline philosophy continues to be rooted in restorative practices while placing a greater emphasis on personal responsibility, self-reflection, and problem-solving.

Reflection sheets are an educational tool designed to teach and reinforce positive decision-making. Rather than focusing solely on consequences, they provide students with an opportunity to recognize their mistakes, understand the impact of their actions on others, and develop strategies for making better choices in the future. This reflective process encourages students to take ownership of their behavior, strengthen their problem-solving and conflict-resolution skills, and build the self-regulation needed to make positive, responsible decisions. By teaching these skills, we help create and maintain a safe, respectful, and supportive learning environment for all students.

Reflection Sheet Process

First Reflection Sheet:

Purpose

- Warning and opportunity for learning and growth.
- Reinforce expected behaviors before patterns develop.

Student Supports & School Response

- Student completes a reflection sheet.
- Reflection is reviewed with the staff member facilitating the reflection (teacher, instructional aide, or supervising staff member).
- Parent/guardian is contacted.
- School and home collaborate to reinforce positive behavior and discuss strategies for future success.

Goal

- **Learn → Reflect → Grow**
- Help the student recognize the behavior.
- Understand the impact of their choices.
- Develop a plan for making better decisions.

Second Reflection Sheet:

Purpose

- Reinforce behavioral expectations.
- Provide additional support and intervention.

Student Supports & School Response

- Student completes a reflection sheet.
- Parent/guardian is contacted.
- Student may participate in character education support.
- Student may meet with the school counselor.
- Restorative practices and appropriate disciplinary consequences may be implemented based on the behavior.

Goal

- **Practice Better Choices**
- Strengthen self-regulation.
- Improve problem-solving and conflict-resolution skills.
- Build positive decision-making habits.

Third (and Additional) Reflection Sheets:

Purpose

- Intensify supports and interventions.
- Promote lasting behavioral growth.

Student Supports & School Response

- Parent/guardian is contacted.
- Student may meet with the principal and/or school counselor.
- Additional character education interventions are provided.
- Restorative practices are implemented.
- Appropriate disciplinary consequences are assigned when necessary.
- Staff collaborate with the student and family to develop individualized strategies for success while maintaining a safe learning environment.

Goal

- **Demonstrate Positive Change**
- Consistently apply positive behavioral strategies.
- Strengthen accountability and self-reflection.
- Contribute to a safe, respectful, and supportive school community.

Immediate Administrative Referral

As with all grade levels, any behavior that is violent in nature or compromises the safety or well-being of students or staff will result in an immediate referral to the principal. Parents or guardians will be contacted promptly, and appropriate disciplinary and restorative measures will be implemented.

Our Commitment

Our goal is to partner with families to help students develop responsibility, empathy, self-reflection, and positive decision-making skills. By working together, we can reinforce consistent expectations and strategies that support each student's success at both home and school.

HORNET REFLECTION CENTER: Middle School Grades 5-8

Hornet Reflection Center is a restorative practice as opposed to a detention style consequence. Rather than students sitting in solitude without reflection on behavior and actions they have been involved in, the Hornet Reflection Center provides an environment for the student(s) to pair with a trusted staff member and recount their actions by processing better decision making, with the hopes of changing behaviors/actions in possible future situations. It serves multiple purposes such as reflecting on mistakes, taking accountability, and/or mediating situations between students. It also looks differently in each school which is dependent upon age appropriateness.

LEVELED BEHAVIOR CHART: Middle School Grades 5-8

	BEHAVIOR	First / Occasional Incident	Repeated	Habitual
L E V E L 1	GENERAL FAILURE TO FOLLOW CLASSROOM RULES ACCIDENTAL USE OF PROFANITY OUT OF AREA I (Off task behavior, spending excessive time in the halls, or wanders beyond their permitted hall pass.) TECHNOLOGY MISUSE I (Off task, playing games, etc.)	1st Communication home from classroom teacher.	2nd Communication home from classroom teacher. (Phone call or in-person conference).	The teacher will submit a Behavioral Referral to the main office. The principal and school counselor will intervene. Continuation of behavior may result in: • A schedule change • I&RS Referral • Parent Conference • Hornet Reflection Center • Realtime Referral to count against social

B E H A V I O R S	UNPREPAREDNESS (Incomplete classwork/homework) ACADEMIC DISHONESTY I (Copying a peer's work, chatting during a quiz/test)			privileges
	CELL PHONE VIOLATION I (Texting/messaging of any kind or searching on any communicative device, inclusive of Apple Watches)	Confiscation for the day.	- Confiscation for the day - Mandatory parent pick-up - Hornet Reflection	- Confiscation - Mandatory parent pick-up - Hornet Reflection - Realtime Referral to count against social privileges
	ACADEMIC APATHY (Apathy towards assignments, significant decline in grades or effort, disaffected from learning)	Parent contact from classroom teacher	- Parent contact from classroom teacher(s) and school counselor - Academic planning to take place	- Parent conference with teachers, counselor, and principal - Possible I&RS Referral - Possible schedule change - Possible removal from social events/privileges until academics improve.
	BEHAVIOR	1st Incident	2nd Incident	Habitual
L E V E	DEFIANT BEHAVIOR TOWARDS PEERS/STAFF (Deliberate use of profanity towards peers, noncompliance towards staff, obscene rude remarks or gestures)	- Parent contact from principal and or school counselor - Realtime Behavior Referral (to count against social events/ privileges) - Hornet Reflection or School Counselor Meeting	- Parent conference with the principal and or school counselor - Realtime Behavior Referral - Hornet Reflection - Removal from upcoming social events/privileges	Conference with student, parents, and principal, possible suspension - Parent contact from principal and or school counselor - Realtime Behavior Referral - Removal from upcoming social events/ privileges - Possible suspension
	TECHNOLOGY MISUSE II (Attempting to access	Parent contact from school counselor or	Parent contact from principal	Parent conference from principal and

L 2 B E H A V I O R S	inappropriate content, Google Doc chatting without teacher knowledge, intentionally bypassing district cyber security)	principal Student meeting with counselor to review Digital Citizenship	- Realtime Behavior Referral - Temporary loss of computer privileges	counselor - Realtime Behavior Referral - Permanent loss of specified computer privileges for the year
	ACADEMIC DISHONESTY II (Utilized AI/ChatGPT or plagiarizing for graded assignments)	- Parent contact from school counselor - Student meeting with counselor to redo the assignment with partial credit & review of academic digital responsibilities	- Parent contact from principal - Realtime Behavior Referral - Failure for the graded assignment (no credit given)	- Parent conference with the principal - Realtime Behavior Referral - Failure for the graded assignment. - Removal from upcoming social event/privileges
	EXCESSIVE ROUGH PLAY OR PHYSICAL CONTACT	- Parent contact from school counselor or principal - Peer mediation with counselors (if needed)	- Parent contact from principal - Hornet Reflection - Behavioral Referral (to count against social events) - Peer to peer mediation with counselors (if needed)	- Parent conference - Hornet Reflection - Behavioral Referral - Loss of social privileges/events - Peer mediation with counselors (if needed) - Remedial behavior courses
	BEHAVIOR	1st Incident	2nd Incident	Habitual
	DISRESPECTFUL/ AGGRESSIVE BEHAVIOR TOWARDS STAFF/PEERS (Use of derogatory terms towards student or staff, physical assault, extreme defiance/ insubordination towards a staff member)	- Parent contact from school principal - Hornet Reflection - Realtime Referral (to count against social events)	- Parent conference with principal and school counselor - Hornet Reflection - Realtime Referral - Removal from a social event or privilege	- Parent conference with principal and possibly superintendent - Possible suspension - Hornet Reflection - Realtime Referral - Placed on social restriction until significant behavioral progress is made. - Possible police referral
	TECHNOLOGY MISUSE III (Utilizing a school computer to	Parent conference with the principal.	Parent conference with the principal	All 2nd incident consequences

L E V E L 3 B E H A V I O R S	conduct any illegal activity, interfering with day to day school, or defaming a peer or staff member)	• Student sessions counselor to review Digital Citizenship • Permanent loss of computer and/or privileges for the year. • Police report filed.	and superintendent • Student sessions counselor to review Digital Citizenship • Permanent loss of computer and/or privileges for the year. • Loss of social events • Police report filed.	• Referral to the School Threat Assessment Team • Report of vandalism and violence submitted to the State Department of Education
	CELL PHONE VIOLATION II (Unauthorized video or voice recording of any kind during school hours)	• Confiscation • Mandatory parent pick-up • Hornet Reflection • Realtime Referral to count against social privileges • Student sessions with school counselor to review Digital Citizenship • Possible local police or Passaic County Prosecutor office referral. (Incident dependent)	• Confiscation • Mandatory parent pick-up and conference • Hornet Reflection • Realtime Referral • Social restriction • Cell phone not permitted in school/in student's possession • Possible local police or Passaic County Prosecutor office referral. (Incident dependent) • Possible suspension	• All 2nd incident consequences • Referral to the School Threat Assessment Team • Report of vandalism and violence submitted to the State Department of Education
	OUT OF AREA II (Walking out of classroom/school without permission, intentionally being unaccounted for)	• Parent contact from principal and detention • Possible police referral • Follow-up session with school counselor • Possible psychological evaluation	• Mandatory meeting and student pick-up • Possible police referral • Follow-up session with school counselor • Mandatory psychological evaluation	• Mandatory parent meeting with the superintendent and student pick-up • Possible police referral • Follow-up session with school counselor • Mandatory psychological evaluation • Referral to school Threat Assessment Team

	UNWANTED OR INAPPROPRIATE PHYSICAL CONTACT	● Parent contact from school principal ● Hornet Reflection ● Realtime Referral (to count against social events) ● Possible local police or County Prosecutor's Office referral ● Possible principal and school counselor session	● Parent contact from school principal ● Hornet Reflection ● Realtime Referral (to count against social events) ● Possible local police or County Prosecutor's Office referral ● Possible principal and school counselor session	● Parent conference with principal and possibly superintendent ● Possible suspension ● Hornet Reflection ● Realtime Referral ● Placed on social restriction until significant behavioral progress is made. ● Possible police referral
	DESTRUCTION OF PROPERTY/VANDALISM	Refer to Policy 7610	Refer to Policy 7610	Refer to Policy 7610
	THEFT, STEALING, POSSESSION OF ITEMS NOT YOURS	● Parent contact from Principal ● Hornet Reflection ● Realtime Referral ● Possible loss of social event ● Possible police contact	● Hornet Reflection ● Realtime Referral ● Parent conference principal, counselor, & student ● Social Restriction ● Possible police contact	● Conference with student, parents, principal, and superintendent ● Social Restriction ● Remedial behavior courses ● Possible police contact
	SMOKING/USE OF TOBACCO OR VAPING PRODUCTS	Refer to Policy 5533	Refer to Policy 5533	Refer to Policy 5533
	POSSESSION OR USE OF AN ILLEGAL / DANGEROUS SUBSTANCE	Refer to Policy 5530	Refer to Policy 5530	Refer to Policy 5530

	THREAT TO HARM SELF, STAFF MEMBER OR OTHER STUDENT	Consequences dependent upon nature of the threat: ● Parent contact from the principal ● Possible parent conference ● Consultation with school counselor and/or school psychologist ● Possible psychiatric / risk assessment ● Possible police contact ● Possible Hornet Reflection ● Possible Social Restriction	Consequences dependent upon nature of the threat: ● Parent contact from the principal ● Mandatory parent conference ● Consultation with school counselor and/or school psychologist ● Possible psychiatric / risk assessment ● Possible police contact ● Possible Hornet Reflection ● Possible Social Restriction	Consequences dependent upon nature of the threat: ● Parent contact from the principal ● Mandatory parent conference with the superintendent ● Consultation with school counselor and/or school psychologist ● Possible psychiatric / risk assessment ● Possible police contact ● Possible Hornet Reflection ● Possible Social Restriction
	POSSESSION OF AN ASSAULT WEAPON	Refer to Policy 5613 and 8467	Refer to Policy 5613 and 8467	Refer to Policy 5613 and 8467
	HARASSMENT, INTIMIDATION, & BULLYING	Refer to Policy 5512	Refer to Policy 5512	Refer to Policy 5512
	VIOLATION OF SAFETY PROCEDURES AND/OR INTERRUPTION TO SCHOOL COMMUNITY THROUGH FALSE SAFETY ALERT	● Parent conference with principal and possibly superintendent ● Police report ● Hornet Reflection ● Removal from a social event/privilege	● Parent conference with principal and Superintendent ● Police report ● Hornet Reflection ● Removal from social event ● Referral to School Threat Assessment Team ● Social Restrictions	All 2nd incidents plus a violence and vandalism report filed with the State Department of Education.

HARASSMENT INTIMIDATION BULLYING POLICY STATEMENT:

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

Harassment, Intimidation, and Bullying Definition

"Harassment, Intimidation, or Bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, or computer.

DRESS AND GROOMING:

The Board of Education recognizes that each pupil's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of pupils and their parents to make decisions regarding the pupil's appearance except when their choices affect the educational program of the schools.

The Board authorizes the Superintendent to enforce school regulations prohibiting pupil dress or grooming practices which:

1. Present a hazard to the health or safety of the pupil himself/herself or to others in the school
2. Materially interfere with school work, create disorder, or disrupt the educational program
3. Cause excessive wear or damage on school property
4. Prevent the pupil from achieving his/her educational objectives because of blocked vision or restricted movement
5. Student dress and attire should promote pride in self and school as well as student success
6. Pupils in an unsatisfactory state of personal hygiene, or in an unsatisfactory or distracting condition of dress, grooming or cleanliness, shall be seen by the principal

Specific rules relating to dress and grooming are:

1. Students may wear shorts; however, shorts, skirts or dresses must not be shorter than three inches above the knee (fingertip length). Short shorts, spandex shorts, cut-off sweats and cut-off shorts are prohibited. Pants designed to have holes must not have holes above fingertip length.
2. Cut-off shirts and mesh shirts without an appropriate under shirt are prohibited. Midriffs may not be exposed.
3. Clogs, flip-flops or other shoes without backs or securing straps are prohibited as they are potentially dangerous. Croc style shoes MUST be worn in sports mode.
4. Undergarments can not be visible at any time.
5. Clothing can not contain inappropriate or obscene graphics or language.
6. Sleeveless shirts: Shirts must cover undergarments
7. Any other dress or grooming practice the principal and/or designee deems to be inappropriate or distracting for school.
8. No outerwear clothing is permitted to be worn in school (coats or jackets). Hoodies are allowed, however hoods must remain down in school.

The principal will notify a student's parent/guardian in such cases as he/she deems necessary when inappropriate dress and/or grooming occurs. Parents will be asked to bring in alternative clothing in such cases.

ARTIFICIAL INTELLIGENCE PROCEDURES

AI in the Classroom: What Parents Need to Know

As artificial intelligence (AI) becomes more common in daily life, the Little Falls School District is taking steps to thoughtfully and responsibly introduce AI tools in our classrooms. Our goal is to support students in becoming ethical, informed, and capable digital citizens — while keeping learning developmentally appropriate and focused on human thinking.

Why AI?

We believe that:

- AI is a tool — not a replacement for learning.
- Students should learn how to use AI responsibly and ethically.
- Teachers will use AI to enhance instruction, not replace it.

How AI Will Be Used (by Grade Level)

Grades PreK–2

- Teacher-guided only (e.g., storytelling or exploring fun questions)
- Students will learn what AI is and how it works in a safe, age-appropriate way

Grades 3–5

- Used to organize ideas, research, or brainstorm — with strong teacher guidance
Students will still build essential writing, reading, and math skills without AI doing the work

Grades 6–8

- May use AI tools for summarizing, refining writing, and research support
- Students will be taught to fact-check, cite AI properly, and think critically about what AI says

What's Not Allowed

Students may not use AI to:

- Submit work that isn't their own
- Rely on AI instead of learning important skills
- Create or share false, harmful, or inappropriate content

- Enter or share personal or private information

When Will AI Be Used?

Teachers will always tell students:

- Whether AI is allowed for an assignment
- How it may be used
- What the limits are

If a teacher doesn't say AI is allowed, students should not use it for that assignment.

Parent Involvement

This plan in its totality is available on the district website. If you have questions or do not want your child using AI in the classroom, contact your child's principal.

Keeping It Safe and Fair

- All AI tools will be reviewed and approved by the district.
- Only district-approved tools will appear on the official list.
- Teachers may request permission to use other tools if they align with district policies.

If Rules Are Broken

- Consequences will be age-appropriate and in line with district policy.
Students and families have the right to discuss and appeal any academic dishonesty decisions.

We're In This Together

This is a learning journey for everyone — students, staff, and families. AI will be used thoughtfully to support creativity, curiosity, and critical thinking, while keeping the core focus on real learning and real human growth.

If you have questions, please reach out to your school's principal or refer to Policy 2365.. We appreciate your partnership as we prepare our learners for the world ahead!