

## **Discipline Policy**

The code of conduct and discipline policy for The Academy Charter School is aligned to the existing policies of The Academy Charter School, and shall be as follows:

### **Code of Conduct and Discipline Policy**

The standards set forth in the Code of Conduct and Discipline Policy apply to behaviors that occur:

- In school during school hours;
- Before and after school—while on school property or school transportation;
- At school-sponsored events;
- When behavior demonstrated negatively affects the educational progress or health and safety of any member(s) of the school community; and
- When behavior is written, oral, or includes the use of electronic devices and social media outlets—including, but not limited to, texting, emailing, and social networking outlets.

## **Right to Due Process**

Every student has the right to:

- Be provided with the Discipline Code and rules and regulations of the school;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to the student's behavior as it affects his or her education and welfare in the school;
- Know possible dispositions and outcomes for specific offenses;
- Due process with respect to disciplinary action for alleged violations of school regulations for which a student may be suspended or removed from class by a teacher or administrator;
- Be treated in accordance with protections for students with disabilities or who are "presumed to have a disability" including 504 plans, and certain protections under the Individuals with Disabilities Education Act ("IDEA");
- Be accompanied by a parent and/or representative at conferences and hearings (which may give include further rights); and,
- The presence of school staff in situations where there may be police involvement.

## **Student Responsibilities**

The expectation of The Academy Charter School scholars is that they are responsible members of the school community.

Therefore, students have a responsibility to:

- Attend school regularly and punctually and make every effort to achieve in all areas of their education;
- Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
- Follow school regulations regarding entering and leaving the classroom and school building;
- Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
- Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
- Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
- Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
- Show respect for school property and respect the property of others, both private and public;
- Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
- Behave in a polite, truthful and cooperative manner toward students and school staff;
- Promote good human relations and build bridges of understanding among the members of the school community;
- Use non-confrontational methods to resolve conflicts;
- Participate and vote in student government elections;
- Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
- Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
- Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
- Express themselves in speech, writing and other modes of expression, including electronic expression, in a manner which promotes cooperation and does not interfere with the educational process;
- Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
- Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
- Be familiar with the school Discipline Code and abide by school rules and regulations;
- Provide leadership to encourage fellow students to follow established school policies and practices; and,
- Keep parents informed of school-related matters, including progress in school,

social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

### **Code of Scholar Self-Discipline**

The Academy Charter School Code of Student Self-Discipline is grounded in the following beliefs:

1. All students deserve to be educated in a safe and welcoming community environment.
2. All students are responsible for the decisions they make and need to be held accountable for their actions.
3. All students can change and improve behavior. Students deserve an opportunity to wipe their slates clean through demonstration of long-term positive behavior.

### **Restorative Justice**

The Academy Charter School will implement a restorative justice approach to discipline.

Restorative justice is a revolutionary program based on respect, responsibility, relationship building and relationship repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish.

Restorative justice is a fundamental change in how we respond to rule violations and misbehavior. The typical response to bad behavior is punishment. Restorative justice resolves disciplinary problems in a cooperative and constructive way. If a student misbehaves and a restorative justice system is in place, the offending student is given the chance to come forward and make things right. He/she sits down and works together with the teacher and the affected parties to work it out. In the restorative justice model, children play an integral part in creating the climate. They and their teacher create a classroom respect agreement and all agree to be held accountable (weareteachers.com).

Restorative practices implemented at The Academy Charter School include, but are not limited to the following:

- Conflict resolution;
- Peer mediation;
- Socio-emotional learning;
- Behavior Intervention Plan; and
  - *Functional Behavior Assessment (FBA) for students with disabilities.*

### **Penalties for Disciplinary Infractions**

The Academy Charter School staff members will make determinations pertaining to

consequences for negative behavior responsibly, with support and guidance from school administration. At all times, staff members will consider the principles of Restorative Justice in matters of misbehavior. Certain behavioral infractions will prompt immediately family contact. These infractions include, but are not limited to, behaviors that result in suspension, removal from the classroom, and repeated minor infractions.

With the support of the Guidance Counselor, and in keeping due process, students will always be provided with information regarding their offenses and given an opportunity to express their voice and perspective on incidents, to reflect on the behaviors and to identify the impact of their behavior and—when appropriate—make amends and apologize. Structures such as Academy Houses and the team building experiences offer direct opportunities to discuss issues of character, values, and behavior. On a regular basis within the school program and the curriculum itself, students are engaged in discussion of appropriate consequences for misbehavior, with consideration of the concept of Restorative Justice whenever possible. All penalties are meaningfully related to the infraction. Additionally, many factors will be considered when making determinations about consequences including, but not limited to, the student's age, history, and the presence of a disability. Generally speaking, there will be a gradual progression to discipline, such that repeat offenses will be dealt with more harshly than first time offenses.

Consequences for misbehavior may include a range of actions such as: oral warning to student, teacher conference with student, administrative conference with student, written reflection and/or apology, imposition of Lunch detention (Silent Lunch), call to parent/guardian for phone or in-school conference, withdrawal of school privileges, mediation, imposition of Reflection Time including brief removal from class for opportunity to consider impact of behavior, public apology, Homework Detention, After-School Detention for disciplinary concerns, Extended Detention for reflection on behavior improvement, In-School Suspension, Out-of-School Suspension or Expulsion.

### ***Disruptive and Violent Pupils***

The Academy Charter School voluntarily adheres to the requirements of The Safe Schools Against Violence (SAVE) legislation. The SAVE Law requires that disruptive pupils and violent pupils be dealt with effectively for the sake of all pupils. A “disruptive pupil” is defined as one who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A “violent pupil” is defined as one who:

- Commits an act of violence on a teacher, other school employee, fellow student, or lawful guest;
- Possesses, displays, or threatens to use a gun, knife, or other dangerous weapon;
- Knowingly and intentionally destroys the personal property of a teacher, other school employee, or lawful guest; or,

- Knowingly and intentionally destroys school property.

In cases involving disruptive or violent pupils, the school leader has the authority to suspend pupils from the school, without board approval of that authority. Teachers have the authority to remove disruptive or violent pupils from the classroom along with notifying administration. Employees who report violent incidents are protected from any civil liability and may not be disciplined or fired for reporting these incidents.

The Removal Procedures, as listed in the SAVE Guidelines are as follows:

- Teachers report and refer violent pupil to administration for minimum suspension period;
- Administration has authority to suspend for up to five days without delegation from the board of trustees;
- School shall implement policies and procedures to provide for continued educational programming for removed pupil;
- School leader must be informed of reason for student removal by teacher;
- Sets time lines for negotiations of removal to student and parent; and,
- Requires notification of charges and an explanation for suspension with timelines as required by due process.

### ***Searches and Interrogations***

In order to achieve a safe and orderly school environment, school personnel are authorized, under certain circumstances, to question students regarding alleged violations without invoking "Miranda" rights. Searches of students and their belongings, including lockers, are permitted if there is probable cause or in some cases, reasonable suspicion, that the student has broken the law or is in violation of the school policies and the Code of Conduct. The search will be reported to the administration and a record of the results of any search or interrogation will be filed. Searches will be conducted in accordance with applicable law and, except when circumstances dictate otherwise, in the presence of an adult witness. Searchers shall not include searches of a student's person by staff of the opposite sex.

### ***Suspension or Expulsion***

The Academy Charter School administrative staff has the authority to impose penalties up to and including out of school suspension over five days. All expulsions will require board approval. In the event of removal pending a hearing or that penalties include removal of students from instruction, alternative instruction will be provided. The Academy Charter School voluntarily adheres to and implements certain provisions of Section 3214 of NY Education Law. Any student facing suspension, and the student's parents, are entitled to due process and certain safeguards as follows.

#### Short Term Suspension of Five Days or Less

- Staff give student notice of the charges misconduct;
- If the student denies the charge, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
  - Must include a description of the charge and misconduct; and,
  - Must provide an opportunity to request an informal conference with the principal or other designated school administrator;
  - Must notify parents of the opportunity to question complaining witnesses in front of administrator; and
- If after the conference the suspension determination is upheld, written notice of suspension and availability of alternative instruction.

#### Long Term Suspension (over 5 days) and Expulsion

- Staff give student notice of the charges misconduct;
- If the student denies the charge, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
  - Must include a description of the charge and misconduct; and,
  - Must provide notice of short-term suspension rights;
  - Must provide an notice that a hearing will be held on the long term suspension or expulsion, and provide the date and time of the hearing;
  - Must provide the maximum penalty being sought by the school;
  - Must include notice of the following due process rights:
    - Right to counsel at parents' expense;
    - Right to call witnesses (including the student) and confront school witnesses; and
    - Right to present evidence and dispute school evidence;
- If after the hearing, the suspension or expulsion determination is upheld, written notice of suspension and availability of alternative instruction must be given to parents.
- Expulsion recommendations must be presented to the board of trustees or a designated committee of the board for review and possible modification prior to notification to parents.

**Note:** If the school cannot hold a hearing within five days, then the student can return to school until after the hearing determination. If the parents cannot attend within five days, such adjournment shall be documented in writing. In either case, alternative instruction must be provided.

If the board of trustees' review of an expulsion will make the suspension longer than five days, then the long term suspension process must be followed to continue to suspend the student with the understanding that the board may expel the student. Again, alternative instruction must be provided by the school.

### ***Alternative Instruction***

Alternative instruction must be provided when a student's disciplinary penalty prohibits class attendance beyond one day, whether suspension is in school or out-of-school. The purpose of alternative instruction is to offer discipline in a manner that does not undermine or significantly limit a student's opportunities to learn. The Academy Charter School will provide students with all homework, administer all assessments, quizzes and New York State assessments to ensure students may keep pace with classes and requirements for promotion. Appropriately certified, or non-certified personnel qualified under the Charter Schools Act provide alternative instruction allowing the student to have access to free and appropriate public education. Two hours are provided for each day of missed instruction. If a determination is made for expulsion, the family is provided with all necessary information to facilitate registration at another school within ten days. In the event that a determination for expulsion is made at a point during the year which allows insufficient time for re-enrollment, The Academy Charter School will provide instruction through the end of the school year.

Students who attend alternative instruction will not be marked absent from school.

### ***Discipline of Students with Disabilities***

In addition to the guidelines stated above concerning suspensions of all students, students with disabilities or in consideration for classification by the CSE will be afforded additional due process protection beyond that of the general education population in accordance with the IDEA and federal regulations.

A student with a disability (a student who has an Individualized Education Program (IEP) or 504 Plan) who is suspended or removed from the classroom for disciplinary reasons may be entitled to a Manifestation Determination Review (MDR). An MDR is a proceeding that is held to ensure that a student is not being disciplined for behavior that directly results from (a) his or her disability and/or (b) the school's failure to implement his or her IEP or 504 Plan.

Students with disabilities are entitled to MDRs if the discipline imposed by the school is a disciplinary change in placement. A disciplinary change of placement occurs if the student will be removed from his/her current educational program for (1) more than 10 consecutive school days; (2) more than 10 cumulative school days in a 40-school-day period; or (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that constitute a pattern of removals.

If the behavior is found to be a direct result of the student's disability or the school's failure to implement the IEP or 504 Plan, the student generally will return to his or her school. However, if the student was suspended for an incident related to weapons or drugs, or which resulted in serious bodily injury, the student may be removed to an Alternate Learning Center for up to 45 days. If the behavior that led to the disciplinary action is not found to be a direct result of the student's disability, then the student may be subject to

disciplinary action. Whether or not the behavior is a manifestation of the student's disability, the school will take additional steps to examine the student's behavior and provide additional supports where needed. When a student with a disability is suspended for more than 10 consecutive school days, a suspension plan will be developed by the school that describes the special education supports and services the student will receive during the period of his or her suspension.

Additionally, if a CSE student is suspended for a cumulative total of ten days within an academic year, The Academy Charter School will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, special education services, as stated in the IEP, will be provided to the student along with the ongoing alternative instruction.

School personnel in consultation with the CSE may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the student has been found to:

- Carry a weapon to or possesses a weapon at school, on school premises, or to or at a school function. Weapon is defined as a "dangerous weapon" under 18 USC § 930(g)(3) that is used for or readily capable of causing death or "serious bodily injury" but does not include a pocket knife with a blade less than 2 ½ inches;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or,
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
  - "Serious bodily injury" is defined in 18 USC § 1365(h)(3) as a "bodily injury" which involves:
    - Substantial risk of death;
    - Extreme physical pain;
    - Disfigurement;
    - Protracted loss or impairment of the function of a bodily member, organ or mental faculty.
  - "Bodily injury" means:
    - A cut, abrasion, burn, or disfigurement;
    - Physical pain;
    - Illness;
    - Impairment of the function of a bodily member, organ or mental faculty; or
    - Any other injury to the body.

During this period, the school and the CSE should provide all of the other due process protections of the IDEA.

## Leveled Consequences

Consequences for infractions will be classified in three levels. Please note the following tables for student behaviors and staff interventions. It is important to understand that, while the interventions are listed next to the behaviors, they are not necessarily connected to any particular behavior. The Academy Charter School staff will make the determinations for appropriate interventions.

### Level 1: In Classroom Intervention

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> <li>• Disruptive behaviors including: interrupting, calling out, using a loud volume</li> <li>• Leaving seat without permission</li> <li>• Being out of uniform</li> <li>• Refusing to comply with teacher instructions</li> <li>• Arriving late to class and without a pass</li> <li>• Eating or drinking without permission</li> <li>• Inappropriate use of school equipment/supplies</li> <li>• Rough housing</li> <li>• Bullying</li> <li>• Disengaged/sleeping</li> <li>• Unprepared for class (i.e., no pencil, paper, notebook, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Verbal reprimand</li> <li>• Parent contact</li> <li>• Lunch Detention/After school detention</li> <li>• Student teacher conference</li> <li>• Individual Counseling</li> <li>• Short-term behavioral progress reports</li> <li>• In School suspension (1-2 days)</li> </ul>

### Level 2: Teacher and Dean of Students/Principal Intervention – Parents are immediately contacted for a level 2 behavior.

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> <li>• Chronic Level 1 infractions</li> <li>• Refusal to meet uniform compliance</li> <li>• Unauthorized possession or use of prohibited electronic devices</li> <li>• Inappropriate use of school technology equipment (accessing inappropriate or offensive material)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Parent contact and conference</li> <li>• Lunch Detention/After school detention</li> <li>• Student teacher conference/restorative conference</li> <li>• Individual Counseling</li> <li>• Short-term behavioral progress</li> </ul>

<ul style="list-style-type: none"> <li>• Possession of inappropriate or offensive material</li> <li>• Entering another classroom without permission</li> <li>• Using profane, obscene, vulgar, or lewd language, gestures, or behavior</li> <li>• Inappropriate public displays of affection</li> <li>• Skipping class</li> <li>• Skipping required detention</li> <li>• Walking in the hallway (or other school location) without the appropriate pass</li> <li>• Engaging in or causing disruptive behavior on school bus</li> <li>• Lying to, giving false information to, and/or misleading school personnel</li> <li>• Engaging in verbally rude or disrespectful behavior</li> </ul>	<ul style="list-style-type: none"> <li>• reports</li> <li>• Peer mediation</li> <li>• Removal from classroom</li> <li>• In School or Out of School Principal-approved suspension (1-5 days), (after hearing for Out of School)</li> </ul>
--	---

Level 3: Principal Intervention – *Parents will be immediately contacted by the Principal.*

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> <li>• Chronic Level 2 infractions</li> <li>• Using gang-related language or gestures</li> <li>• Intentionally defacing or damaging school property</li> <li>• Theft</li> <li>• Making false accusations/allegations</li> <li>• Making threats to the well-being of other students, staff members, or other The Academy Charter School guests</li> <li>• Using slurs based on actual, or perceived, race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability</li> <li>• Shoving, pushing, or engaging in a minor altercation or similar</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Parent contact and conference</li> <li>• Lunch Detention/After school detention</li> <li>• Student teacher conference/restorative conference</li> <li>• Individual Counseling</li> <li>• Removal from classroom</li> <li>• Student personal contract including parent, student, staff conference</li> <li>• Out of School Principal-approved suspension (1-5 days)</li> <li>• Out of School suspension (6-10 days), after hearing</li> <li>• Board-approved expulsion, after hearing</li> </ul>

<p>physical confrontational behavior towards</p> <ul style="list-style-type: none"> <li>• Engaging in gang-related behavior</li> <li>• Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules</li> <li>• Engaging in Academic Dishonesty, which includes but is not limited to: cheating and plagiarizing</li> </ul>	
--	--

The Academy Charter School seeks to provide a safe learning environment for all students. As a result, the Academy reserves the authority to immediately require an expulsion hearing for pupils who engage in certain behaviors. If found to have willfully committed the following infractions during an expulsion hearing, students may be expelled from the school:

- Engaging in sexual conduct on school premises or at school-related functions;
- Engaging in physically aggressive behavior other than minor altercations which creates substantial risk of or results in minor injury;
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to any student, staff member, or The Academy Charter School guest;
- Engaging in harassing, intimidating and/or bullying behavior—including the use of electronic communication to engage in such behavior (cyber-bullying):
  - This behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass;
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (i.e., lighter, belt buckle, umbrella, or laser pointer);
- Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol;
- Smoking, of any kind, on school property or during school functions;
- Possessing or selling any weapons;
- Inciting or causing a riot;
- Starting a fire;
- Threatening to use, or using, force to take or attempt to take property belonging to another;
- Using force against, or inflicting or attempting to inflict serious injury against school staff; and,

- Selling or distributing illegal drugs or controlled substances and/or alcohol.

**Note:** For all high-level infractions such as possession of or use of illegal drugs, alcohol, weapons, explosives, non-consensual sexual contact, or the selling of illegal drugs, local law enforcement will be contacted and the investigation will be conducted at their discretion.

### **Dignity For All Students Act (DASA)**

The education corporation and The Academy Charter School comply with each provision of the Dignity for All Students Act (DASA). The New York State Education Department has issued updated expectations for the Dignity for All Students Act effective July 1, 2013. All aspects of the law and guidelines for implementation are found at <http://www.p12.nysed.gov/dignityact/>.

### **Gun Free Schools Act**

The education corporation and The Academy Charter School comply with each provision of the Gun Free Schools Act, 20 U.S.C. § 7151. As required by law, The Academy Charter School has as its policy to expel a student or suspend a student from school for a period of not less than 1 year if a student is determined to have brought a firearm to school, or to have possessed a firearm at school. In further alignment with the law, these provisions are interpreted and construed in a manner consistent with the IDEA.

At The Academy Charter School, the necessary steps have been taken to ensure that families can send their child(ren) to school knowing everything possible is being done by staff to provide a safe, supportive, welcoming, and nurturing school environment. Not just because the State says it is the law, but because that is what The Academy Charter School believes in. A safe, welcoming environment was envisioned when the Academy was created, and the founders of the Academy held this goal dear to their hearts when establishing this scholastic institution.

All children have a right to attend school without the threat or occurrence of bullying, harassment, or discrimination of any type. Staff works diligently to ensure all of our students have an educational experience that is free from these distractions.

### **School Environment**

Everyone has a part to play in the prevention of these types of problems, and in the intervention process leading to solutions, if and when incidents may occur such as:

#### **Physical Bullying**

- Physical bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property.

### **Verbal Bullying**

- Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

### **Covert or Hidden Bullying**

- This sort of bullying is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:
  - Lying and spreading rumors.
  - Negative facial or physical gestures, menacing or contemptuous looks.
  - Playing nasty jokes to embarrass and humiliate.
  - Mimicking unkindly.
  - Encouraging others to socially exclude someone.
  - Damaging someone's social reputation or social acceptance.

### **Cyber Bullying**

- Cyber bullying can be overt or covert bullying behaviors using digital technologies, including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other.
- Cyber bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying. It includes:
  - Abusive or hurtful text messages, emails, posts, images or videos.
  - Deliberately excluding others online.
  - Nasty gossip or rumors.
  - Imitating others online or using their login.

A commitment from the entire Academy community is sought to ensure that the above-mentioned offenses are addressed immediately if they are observed or reported. Students, parents, faculty, staff, and administration must work as a team and demonstrate a zero tolerance policy for any behavior that violates any one person's right to be treated with respect and dignity when attending school, and establishing values that will extend beyond our school environment.

Incident Report forms are available in administrative offices. Once submitted officially to a staff member, an investigation and administrative action will occur within one school day. Students and families are encouraged to speak to an administrator or professional staff if an incident is suspected. Incident resolution and student safety and comfort are top priorities.

[www.stopbullying.gov/what-is-bullying/definition/index.html](http://www.stopbullying.gov/what-is-bullying/definition/index.html)

Restorative practices implemented at The Academy Charter School include, but are not limited to the following:

- Conflict resolution;
- Peer mediation;
- Socio-emotional learning; and,
- Behavior Intervention Plan
  - *Functional Behavior Assessment (FBA) for students with disabilities.*

### ***Behavior Expectations***

#### Respect for Adult Authority

Though all individuals young and old in the Academy community are deserving of respect, it is understood that adults are in a position of authority. Adults would include staff members, as well as other adult guests or individuals involved in the community functioning. Staff members in particular are required by law to provide an appropriate atmosphere for learning and have the right and responsibility to respond to student behavior in the service of that requirement. Restorative Justice Principles would guide students to understand the necessity of an orderly environment and the importance of behaving with respect toward others, including adults. Examples of behavior that challenges authority would be arguing with a teacher in response to a request, refusal to leave a classroom if asked to go to the office, walking away from an adult when being addressed. Challenging authority constitutes insubordination and at the least would require apology. Continued challenging of authority can be grounds for serious consequences up to and including suspension and expulsion.

#### Hallway Expectations

Students are expected to travel safely and quickly to their next class following these expectations:

- Appropriate volume in the hall;
- Keep your hands to yourself;
- Stay to the right; and,
- Walk safely.

Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. Repeated violation of hallway expectations becomes a Level 2 infraction and will be dealt with accordingly.

### Voice, Language, and Hall Behavior

Scholars are required to use “professional voice” at all times during the school day, whether out on fieldwork or in the school building. Though there is a time and place for appropriate expression of enthusiasm, school is rarely an acceptable location for loud voices. Teachers will give one reminder to use “professional voice.” If a student does not comply, behavior would be considered insubordinate and would be subject to the discipline policy.

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at the Academy. Even if used in the context of informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

### Hall Passes

During the daily periods, all students going to the bathroom must be in possession of a classroom bathroom pass. Students must have a classroom or written pass to go to other locations, including the nurse, front office, library, or other errand locations.

If a student is found in the hallway without a pass, staff will escort the student back to the classroom and inform the teacher that the student was in the hall without a pass. The teacher whose classroom the student was supposed to be in will then issue the appropriate discipline procedure.

Students may not use the bathroom pass for any other reason except to go to the bathroom. Bathroom use is assigned by classroom location. If students are not using the pass system appropriately, it will be considered a Level 1 infraction and the Dean of Students will be notified.

### Candy/Food/Snacks

To preserve and maintain clean and sanitary conditions throughout the building, eating of any kind is reserved for the dining hall during designated meal or event times. Eating food and beverages is not permitted in the dining hall during class periods, including academic supports. Students may carry clear water bottles in the building, but may not have beverages other than water outside the dining hall. Food and beverages in open containers or being consumed outside of the dining hall will be confiscated by staff and discarded. Violation of the eating or drinking policy will be considered a Level 1 infraction generally, but a Level 2 infraction in the science rooms.

### Bathroom Use

Students are not expected to use the bathroom during classes. If students must use the bathroom during class, they are only permitted to leave the room one time per class and they must use the classroom bathroom pass. Only one student may leave a class at a time. Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. If a student is believed to be misusing the pass privilege, with use of the pass more than two days in a week, it will be considered a Level 1 infraction and the privilege may be withdrawn after a call to the parent. If a student needs to go to the nurse due to illness or injury, they will ask the teacher for a nurse's office pass. This is to be used for health issues only, not to get a tissue or cough drop. If a student has business to address in the front office, this must be done before or after school.

#### Harassment – Identification and Reporting (refer to DASA)

The staff is committed to assuring each and every individual student a safe and respectful environment in which to attend school. Though the aim is to create a positive, welcoming and supportive environment, at a minimum, RESPECT means an environment that is free from harassment of any kind. Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive. Bullying and put-downs are forms of harassment. Harassment can occur online through the posing of messages that target individuals in a cruel manner. Harassing behavior can unreasonably interfere with an individual's ability to learn and to work, and it will not be tolerated within the Academy community. Offensive behavior—even online—can result in disciplinary action within the school, or may be grounds for legal action.

In addition to critical behavior of a general nature, members of the school community may not use any language or behavior that ridicules or criticizes anyone because of his or her gender or sexual orientation. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited. Sexual harassment is considered a serious offense and can result in disciplinary action by school administration. It may also be grounds for legal action.

Students who feel that they are being harassed should report the situation to a trusted staff member immediately. Incident report forms are also available in administrative offices. The situation will be investigated with sensitivity and thoroughness. Harassing behavior is subject to disciplinary penalty, up to and including expulsion. Harassment may also provide grounds for legal action and fines through the civil justice system.

#### Fighting

Scholars are asked to keep their hands to themselves at all times. Even when interacting in a friendly or playful manner, physical contact can get “out of hand” quickly and lead to unexpected difficulty. When disputes arise, students are asked to use non-violent means to resolve problems, with no use of physical means for demonstrating or retaliating in a dispute. If a fight occurs that results in physical contact, as determined by a staff

member, penalties for Disruptive and Violent pupils will apply. Suspension is likely for both parties (an expulsion hearing may also be a consideration). A reconciliation meeting will be conducted before students may return to classes, and will include students and family members in a meeting of apology and future planning.

### Gambling

Gambling within the school setting is deemed to be a disruption to the educational atmosphere and to pose a risk for long-term harm to individual students. If a student is discovered to be placing bets on games or other activities within the school setting, the game materials will be confiscated, and student will be warned. Parent/Guardian will be notified.

### Visitors

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the written permission of the school administrators at least one day prior to the visit. Visitors who do not have permission will be asked to leave the premises and may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder in entering the building will be subject to disciplinary action. Visits including babies and young children are not permitted, except with special permission of the administration.