

# Code of Conduct

## GUIDING PRINCIPLES

These principles lay the foundation for creating safe, healthy, and supportive learning environments that include the adoption of preventive and positive approaches to discipline that support students in building social and behavioral skills, resolving conflicts in a non-violent manner, and becoming an effective student. These principles are essential beliefs that will guide Boston Public Schools staff, students and families in the shared work of ensuring positive school environments and improved student outcomes. These principles must be discussed, understood and embraced across the city to ensure maximized learning and growth opportunities for all children:

1. Recognition and respect for the diverse population in the schools and community are paramount. All children must be assured that they can learn in a non-disruptive atmosphere and can be treated in a fair, consistent and nondiscriminatory manner.
2. Creating safe, healthy, and supportive school environments with collaborative services is a necessary foundation for improving educational outcomes for all students, especially those with behavioral health challenges.
3. Improving educational outcomes for students with behavioral health challenges requires that schools become environments that provide support at three levels of care and instruction:
  - a. Promotion (**Think tier one!**) . Schools foster the emotional well-being of all students through school-wide approaches to support positive behavioral health;
  - b. Prevention (**Think tier two!**) . Schools provide support to intervene early to minimize escalation of identified behavioral health symptoms through targeted collaborative supports; and
  - c. Intervention (**Think tier three!**) Schools provide and participate in coordinated care for the small number of students demonstrating considerable need.

These three levels should not be treated as silos; activities to address each level must take place throughout the whole school, in classrooms, in small groups, and with individual students and families.

4. Schools can tailor local solutions to address the needs of their communities at these three levels through organization by the following six-part Framework:

- a. Leadership by school and district administrators to create supportive school environments and promote collaborative services that reliably address each of the three levels;
- b. Professional development for school administrators, educators, and behavioral health providers through cross-disciplinary trainings and separately;
- c. Access to resources and services by identifying, coordinating, and creating school and community behavioral health services to improve the school-wide environment. The Framework recognizes the need for resources that are clinically, linguistically, and culturally appropriate for students and families;
- d. Academic and non-academic approaches that enable children to learn, including those with behavioral health needs, and that promote success in school;
- e. School policies, procedures, and protocols that provide a foundation for schools to implement and support this work; and
- f. Collaboration with students and families where students, parents/guardians, and families are included in all aspects of their children's education.

## **RATIONALE FOR THE CODE OF CONDUCT**

This rationale is based upon the laws, rules, regulations, and policies that seek to allow access to education for all while protecting the due process rights of the individual. Discipline, as defined by the Code, must have the qualities of understanding, fairness, flexibility and consistency. It is the responsibility of the school personnel, students, parents/guardians, and the community to contribute to a school atmosphere which promotes a safe, healthy, and supportive whole-school environment that is conducive to learning. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, parents/guardians, and the community.

The Code of Conduct is intended to be instructive, not punitive, and is based on the principle of preventive and positive discipline (i.e. interventions, skill building and consequences) will be aimed at addressing the causes of misbehavior, resolving conflicts, meeting students' needs, and keeping students in school. In addition, the Code is intended to create clear expectations and graduated levels of support and intervention for all students with consequences for misbehavior that are individualized, consistent, reasonable, fair, age appropriate and that match the severity of the student's misbehavior. Minor infractions and first offenses shall be treated in a manner consistent with progressive discipline. Factors such as age and grade level of the student, the student's social, emotional and intellectual development, and overall student rights and responsibilities shall also be considered at all times.

The Code shall be aimed at creating a safe and supportive whole school environment, supporting the social and emotional development of all students, and teaching alternatives to violence and respect for all members of the school community. By viewing social development as a critical aspect of a school's responsibility, schools shall anticipate and respond to school disciplinary matters in a manner that is consistent with students' sense of dignity and self-worth. The purpose of discipline must be to understand and address the causes of behavior to resolve conflicts, while teaching new skills and repairing the harm done, restore relationships and reintegrate students into the school community. In addition, particular attention and intervention support shall be provided to vulnerable families and youth at risk of being excluded from school.

## **Rights of Students**

1. In accordance with the United States Constitution and applicable federal and state laws and regulations, students have the right to participate fully in classroom instruction and extracurricular activities regardless of race, color, ethnicity, national origin, religion, sex, sexual orientation, handicap, disability, or age.
  1. Students have the right to an education of the highest standards.
  1. Students have the right to a meaningful curriculum and the right to voice their opinions in the development of such a curriculum.
  1. Students have the right to physical safety and protection of personal property.
  1. Students have the right to safe and sanitary facilities.
  1. Students have the right to consult with teachers, counselors, and administrators and anyone else connected with the school if they so desire at appropriate times.
  1. Students have the right to free election by secret ballot of their peers in student government and the right to seek and hold office.
  1. Students have the right to participate in the development of rules and regulations to which they are subject and the right to be notified of such rules and regulations.
  1. Parents and students (if either 14 years of age or in the 9th grade or above) have various rights under state and federal student records laws, including the right to see all the student's records, to control who outside the school may see them, and to appeal decisions concerning the records. Upon notice of transfer, the complete student record may be forwarded to the receiving district without the parent's permission. However, the parent must be notified that the record has been sent. (A more detailed summary of these rights is distributed annually to all students and parents. Additional information and

copies of the actual regulations are available at each school upon request and from the Massachusetts Department of Education's Bureau of Student Services).

1. Students in their own schools may exercise the rights of free speech, assembly, press, and association, in accordance with the First Amendment of the United States Constitution and Part 1, Article XVI of the Massachusetts Declaration of Rights. In exercising these rights, students shall refrain from any expression which is libelous or obscene according to current legal definitions, or which is intended to and likely to incite the commission of illegal acts, or which can reasonably be forecast to cause substantial disruption of school or classroom activity, as defined in Section 7.10 of this Code.

Consistent with the foregoing, and subject to applicable law, students have the right to:

(a) Wear political buttons, armbands, and other badges of symbolic expression.

(b) Distribute printed materials and to circulate petitions on school property, including inside school buildings, without prior authorization by school administrators, except that:

(1) materials distributed and petitions circulated on school property shall bear the name and address of the individual or sponsoring organization (including the name and address of at least one member of the group) distributing or circulating the material or petition; and

(2) the person(s) distributing or circulating materials or petitions must be a student in the school involved; and

(3) the time for such distribution or circulation shall be limited to periods before school begins, after dismissal, and during lunchtime to prevent interference with the school program; and

(4) the places for such distribution or circulation in each school shall be reasonably restricted so as to permit the normal flow of traffic within the school and at exterior doors; and

(5) the manner of such distribution or circulation shall be reasonably restricted so as to prevent undue levels of noise and disruption; and

(6) students shall be subject to reasonable requirements for removing litter resulting from such distribution or circulation

(c) Use their own bulletin board(s) without censorship, provided:

(1) all materials, notices, and other communications posted shall include the name and address of the individual or sponsoring organization (including the name and address of at least one member of the group) posting the material, notice, or other communication; and

(2) all materials, notices, and other communications shall be dated before posting and removed after a reasonable time to assure full access to the bulletin board(s).

- d. Reasonable use of the public address systems and other school media facilities, except that announcements shall be limited to before school, after dismissal, and other times when classes are not in session.

(e) Form political and social organizations and to conduct activities in this connection, provided that group membership shall be open to any student, in accordance with Paragraph B.1 of the Rights and

### **Key Points in Sections 5-6 of BPS Code of Conduct: Discipline Practices and Procedures**

#### 5.1 Contracting

School staff may design agreements with students to identify target behaviors, define expectations, and describe consequences. Such contracts may be written to manage student behavior while in school, going to and from school, on school provided transportation, and at school sponsored activities, during and beyond the regular school day. These contracts may involve other staff, parents, administrators, and other students, when appropriate. It is suggested that these agreements be written and reviewed at specific times. Students and parents shall be informed that agreement to a contract is voluntary.

#### 5.2 Student Support Resources

The student may be referred to school based or community based resources such as the school's student support team or other support staff, as appropriate. The student's participation in any counseling, evaluation, or rehabilitation shall be voluntary and shall include written parental approval and involvement where appropriate.

5.3 Detention - When detentions are warranted, the teacher must call the family and have the student serve the detention. According to 5.3, the student may be detained following notification to parent.

After notice to the student and parent, a student may be detained (excluded from activity) provided the total detention time does not exceed three (3) hours per offense.

5.4 Loss of School Privileges: Field Trips, After-School Activities, recess, partners, specials, etc.

After notice to the student and parent, a student may be denied specific school privileges, to be enumerated by each school under Section 4, but not in a manner so as permanently to deny the student the right to participate in a continuing school activity. A student may be denied school privileges for no longer than one week at a time, or a total of three (3) weeks in a marking period, unless a hearing is held as defined in Section 9.5.

For schools which have adopted a mandatory uniform policy, students whose parents have requested a waiver of the policy will not be subject to loss of any school privileges for failure to wear a uniform. In cases where a waiver has not been requested, the child may be subject to loss of school privileges after notice has been given to the parent and a second offer made to the parent to request a waiver from the uniform policy. No student shall be suspended in-school or out-of-school for uniform or dress code violations. Also, any student who does not have the uniform or clothing required for certain classes, including but not limited to, vocational and science classes, may not be suspended in-school or out-of-school.

5.5 Long-term Adjustment of Class Schedule

After notice to the student and parent giving the reasons for the proposed class adjustment, or after a conference among the student, parent, and Building Administrator, a student's class schedule may be adjusted, but only to minimize contact between the student and a teacher or between the student and another student where there is evidence of an ongoing conflict between the two. Short term schedule adjustments up to three (3) days may be made without notice to the parent.

5.6 Probation

With written notice to, or after a conference with, the student and parent that the commission of an additional offense will lead to a particular disciplinary measure, a student may be placed on probation until the end of the marking period. Any disciplinary measure carried out in connection with probation shall be done in strict adherence to the Code.

5.7 Restitution

After written notice to the student and parent, or after a conference with the student and parent, a student may be required to repair, restore, replace, or pay for damaged, vandalized, lost or stolen school property. Payment may be required either in cash or in appropriate, agreed upon services.

5.9 Student Planning Centers

After positive and responsible approaches have been tried, documented and unsuccessful within the classroom, the disruptive student may be referred to a student planning center. The student remains in the planning center only long enough to be assisted in assessing

present behavior. The planning center provides the opportunity for the student to maintain classroom assignments, follow-up for the student's plan, and support for the staff. Removal to a student planning center shall constitute an in-school suspension if a student is removed for 90 minutes or two class periods, whichever is shorter. Because removal constitutes as in-school suspension, it requires notice, a hearing, an opportunity to make academic progress and the use of non-exclusionary alternative discipline.

5.10 Behavior Management Systems Staff and students may design behavior management systems for classes, clusters, programs, and/or schools based on progressive levels of privileges and restrictions. Some examples of alternatives to removing the student from class are: a demerit system, behavior management contract with the student, and peer counseling/conflict resolution.

# Behavior Management Protocol

## Step 1

### Redirection One•

- Be mindful of your *tone, demeanor, and audience*
- Positive framing
  - “You usually do a great job of \_\_\_\_ lets get back on track.”
  - “You were doing a great job of \_\_\_\_ keep up the good work.”
  - “Make sure to raise a quiet hand before calling out please”
  - Make sure that you are being (safe, supportive, responsible, respectful) in our community.

## Step 2

### Redirection Two•

-Clear expectations (a little more direct then in step 1)

-Reminder about potential outcomes to their behaviors (Consequences)

Ex: “I’m starting to get a little worried about the decisions you’re making today. I need you to stop \_\_\_\_ or we’ll have to assign you a \_\_\_\_ and I really don’t want to have to do that.”

## Step 3

### Step Away (space in the classroom)

#### Classroom/teacher consequence

- Teacher detention
  - Classroom restorative action
  - Extra assignment
  - Zero for the day
- Scholars are responsible for completing any missed work**

## Step 4

### Assign detention

- Administrative detention is issued and administrator will conduct an observation within the next 2 days to help asses/rectify the situation moving forward.
- The teacher will be responsible for contacting families to arrange the detention.

## Step 5

### Dean of Student Support

DoS will assess the situation and attempt to keep the scholar(s) in the classroom

- The staff requesting support should explain the situation to DoS member or administrator in way that is non confrontational (this includes tone, body language, facial expressions, voice level that can be heard so as to not further escalate scholar/situation)
- The D.o.S member with the support of an administrator will make a determination as to whether or not a scholar has to be removed (please refrain from attempting to make this determination)
- DoS with the support of the administration team will make decisions around larger consequences.

### 5.11. Restorative Justice Program

Restorative Justice (RJ): Restorative Justice is a philosophy and an approach to addressing misbehavior, conflict, and offenses while keeping students in school and making them accountable for their actions. RJ asks three questions: what was the harm caused to both the individual and the community; who is responsible for causing the harm and making things right; and how can the harm be repaired and relationships restored to the greatest extent possible. RJ often involves dialogue between two or more parties or group conferencing – meeting including the victim, the offender, and the affected community. The main goals are to: provide a safe space so that the victim and community have a say in how to fix the problem and help determine appropriate consequences; put a “face” on the problem so that the offender can understand the impact of their actions; and provide an opportunity for those responsible for the problem to fix it. This restores relationships and reduces the chances of future misbehavior.

### 5.12 Additional Alternatives to Suspensions, Expulsions

Reminder and or redirection; Re-teaching of expectations and skills; Student / teacher conference; Written Apology; Mini-course/training on topics such as conflict resolution; anger management, social skills, or appropriate behavior; Reflective essay or other reflective activity; Parental outreach; Saturday School (SMART Program); Self Charting of Behaviors (FBA); Frequent reports on behavior Community Service; Mentoring; Referral to community based services.

In certain circumstances, some behavior as outlined in Section 7 of the Code of Conduct warrant immediate suspension or expulsion.

### 6.1 Removal from Class

The Building Administrator, upon the request of a teacher, may authorize the removal of a student from class to a supervised area within the school when the student’s actions are causing and will continue to cause substantial disruption of classroom activity, as defined in Section 7.10. **Removal from class shall last only as long as necessary to ensure that the conditions justifying the removal have ended, and in no case beyond the end of two (2) class periods or 90 minutes**, whichever occurs first, except when a student has been sent to a student planning center. When a student is removed from class beyond ninety minutes or two class periods, it will constitute a suspension and requires the notification of suspension procedures to be initiated.

*Rules Guiding Removal from Class:*

6.2 When a student has been removed from the same class more than once, the **Building Administrator who authorized the removal shall, within two (2)**

**school days following the removal, mail a written report** of the removal and reasons for it, **prepared by the teacher**, to the student’s parent.

6.3 No student may be removed from the same class more than two (2) times per week or four (4) times per marking period unless the student is offered a hearing in accordance with Section 9.5

## School Based Discipline Structure

At Young Achievers, behavioral infractions result in with minor or major consequences

Minor Violations fall into two different procedural categories, *standard consequences* and *protocol consequences*. Standard consequences are pre-determined and are always the same. Protocol consequences follow a protocol that is consistent, with associated consequences that are progressive, relevant, fair and natural.

Major Violations are repeated minor violations or clear violations of section 7 of the Boston Code of Conduct.

**Note:** Before excluding student from class or school under section 7, the school must submit documentation of intervention and prevention strategies outlined in section 4-6 that have been used with student.

### Minor Violations

**Documentation & Notification:** All minor violations resulting in an administrative or classroom based detention must be communicated to families the same day of the violation, and an Ed Handbook referral must be posted by the end of the day.

#### After School Detention (Minor Violation)

**Steps: Teachers must take the necessary steps to assign detention for scholars who violate the code of conduct**

1. Teachers/Staff must inform the scholar that she/he is being assigned a detention
2. Teacher/staff must contact the family to arrange the detention
3. Teacher staff should fill out Detention form and leave in Mr. Nunez box or email the form to him.

Tardy to class (Note: ASPEN may be required for documentation of tardy)	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>
Inappropriate playing (pushing, necking, wrestling, riding chairs on 2 legs, running in the hallways,	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>

Skipping class	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>
Not having a pass	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>
Out of bounds (not being where you're supposed to be)	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>
Walking out of class without permission	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>
Non-disruptive disobeying of adults Refusing to do work, head down on desk, taking things without permission,	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>
Out of uniform <ul style="list-style-type: none"> <li>● Wearing a hat, cap, headband, bandana, sunglasses, hoods</li> <li>● Uniform has to be visible (cannot be covered)</li> <li>● Proper foot attire (no flip flops, slides, or slippers)</li> </ul>	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Warning with call home</li> <li>● 2<sup>nd</sup> offense: Loss of daily social events (lunch, recess, specials)</li> <li>● 3<sup>rd</sup> and beyond will lead to an afterschool Detention and family conference.</li> </ul> <p>Homeroom teachers must log all violations into Educators Handbook</p>

**Minor Infractions of the Code of Conduct** that result in standard consequences are, but not limited to:

**1. Tardy to class**

If a student is not in class on time then they are marked tardy. This infraction is a violation of the code of conduct and the standard consequence for the infraction is a write up and or possible detention or family conference. Scholars who are late for class will be allowed to enter their classroom but should be informed that their families will be contacted. Scholars who are late for class but provide their classroom teachers with a valid pass should be excused.

## 2. Inappropriate play

Here at YA we pride ourselves on a creating and maintaining a safe and productive learning environment. Behaviors such as wrestling, running through the hallways, throwing things, pushing one another, necking, kicking, rubbing, punching, etc are not acceptable by any means. Scholars playing in an inappropriate manner will have the incident logged into Ed handbook and families contacted to communicate next steps.

## 3. Skipping class

Any scholar who intentionally skips a class period will have their decision logged onto Educator's Handbook. Any additional choices of skipping will follow up with a detention and family conference.

## 4. Not having a pass

Any scholar spotted in the hallway without a pass or is located where they are not supposed to be is in violation of the schools code of conduct. YA staff has to enforce this expectation by questioning any scholar that is spotted in the hallway without an adult.

## 5. Walking out of class without permission

It is very common for scholars to get frustrated and feel like walking out of class. The challenge with this behavior is that the behavior poses a great threat to the safety of both the scholar who walks out and others in the building. The greatest challenge is that of supervision; we do not have hall monitors that actively supervise scholars in the hallways. Any walking out of class is a school violation that should be properly documented into Educator's Handbook and families must be contacted immediately.

## 6. Non-disruptive disobeying of adults

Being a scholar at YA requires active participation in the educational process, part of which includes paying attention and following adult directions. Examples of Non-disruptive disobeying of adults are, but are not limited to: not doing classwork, refusing to stop distracting peers, napping in class, not sitting at assigned seat, failing to track the teacher, reading unauthorized material, or not participating in class activities. (Respectful: Practice active listening, follow rules and routines). Teachers should allow the scholar to remain in class and should contact families to inform them of the behavior. Any other action of non-disruptive disobeying of adult will lead to a loss of social events, detention and family conference sequentially.

Note: All Minor infractions will result in staff logging incident onto Educator's Handbook. The first of all infractions will result in a warning to the scholar. A second infraction will require a loss of daily social events including lunch, recess, partner day/field trips & specials followed with a phone call home. If a third infraction takes place, a detention will be issued to the scholar and a family conference will be scheduled to include the scholar, the scholar's guardian and an administrator. The teacher(s) will be responsible for providing any missed work for scholars and families.

1. Other

**Protocol for redirecting scholars**

1. Identify the behavior and redirect the student to the wanted behavior. *(Should be attempted a few times before moving on to step 2 in the protocol)*

**Example:**

- “Sean this is a level 0 learning time. Please work on a level 0.”
- “Jonathan no one should be walking around right now. Please go back to your seat.”
- “Dwayne you’re a great drummer, but right now is not the best time to tap on the table.”

2. If the behavior continues, identify the continued behavior and verbally warn the student that if it continues, the student will receive an... (insert classroom based consequence).

**Example:**

- “Joao I just reminded you of the voice level expectation and you’re still talking. Please work on a level 0 or I’ll have to assign you a lunch/recess detention.”
- “Please stop banging on the table Carol or I’ll have to assign you a recess/lunch detention and I really want you to enjoy your lunch/recess time.”

3. If the behavior continues, issue the classroom based consequence (i.e - power chair/chill zone in the lower school/reflection log, teacher detention, parent meeting, etc.).

**Example:**

- (In private) “I was hoping we could figure it out before getting to this point. Now you’re going to have to serve a recess/lunch detention and please fix it now or it could turn into an afterschool detention.”
- (In private) “Here’s where we are, you are going to have to spend your recess/lunch time with me today/tomorrow so that we can figure out how to best support you in class. I feel horrible that I have to take your recess/lunch time but it’s the only time that I can meet with you to figure things out.”

4. If the behavior continues, request support from DoS office (class intercom/cell/radio etc.). DoS office will respond initially by entering the classroom and to support the teacher and student so that the student can remain in

class. An administrator or DoS staff will only remove a student from class as a last resort.

Please refrain from further escalating the scholar by ...

- Talking about the scholar in a voice level that the scholar and others can hear
- Being judgmental when talking about the incident (“I told her to stop talking 6 times but **she doesn’t care!**”)
- Talking about the consequence or possible consequence in front of them (“She/He was being super disrespectful and he’s getting a detention”, “She/he should be suspended for his behavior” or “he/she is not allowed in my class)

If the student has to be removed, the consequence structure below will be followed. In addition, the teacher must call the student's family by the end of the day to report the behavior and to schedule an administrative detention for the following day.

Consequences for minor infractions:

- Minor infractions do not constitute the removal of a scholar though it can lead to a mediation between a member of admin or DoS with the scholar
- The student receives an administrative detention
- Teacher calls home to update parents

## Major Violations

### Standard consequences (Major Violation)

After a hearing with the parent, more than 2 offenses may result in an out of school/Saturday suspension

Consequence structure:

1<sup>st</sup> Offense: Mandatory family conference

2<sup>nd</sup> offense: Half day in-school suspension (Administration will contact the family to create a plan)

3<sup>rd</sup> offense: Full day in-school suspension (administration will contact the family to schedule a hearing)

4<sup>th</sup> offense: Out of school suspension/Saturday suspension/or hearing with attendance officer as *Habitual School Offender—for non-Special Education students* (administration will contact the family to schedule a hearing)

- **Habitual School offender:** Civil charge filed on students who persistently violate school rules, engage in unruly or disruptive behavior, and/or place the school/community at risk.

Chronic disruption	In-school suspension (reparation is required)
Fighting (physical violence)	In-school suspension (reparation is required)
Disrespectful and inappropriate language (intentional provocation of students and adults)	In-school suspension (reparation is required)
Destruction of school property	In-school suspension (reparation is required)
Loud disruptive tantrums that disrupt the community	In-school suspension (reparation is required)
Flagrant disobeying of adults (running away from staff, refusing to go where directed, disruptive disobeying of adults)	In-school suspension (reparation is required)

DOS call that results in removal	In-school suspension (reparation is required)
Skipping detention	In-school suspension (reparation is required)
Threatening, bullying or retaliatory behavior	In-school suspension (reparation is required)
Leaving school grounds without permission	

**Documentation & Notification:** EdHandbook referral entered as soon as possible, but before the end of the school day, and a letter or phone call to parents/family.

Major Violation Consequences:

- Detention (s)
- Restoration
- Removal from class
- Informal Family meeting with the teacher
- Disciplinary hearing
- Suspension up to three days
- Short term suspension up to ten days
- Placement for 3-10 days at Counseling and Intervention Center (CIC)
- Saturday for success program (Bully prevention program)
- Long term suspension (up to forty-five days)
- Disciplinary transfer and/or alternative placement
- Planning Center (alternate learning space)
- Habitual School offender Civil charge filed on students who persistently violate school rules, engage in unruly or disruptive behavior, and/or place the school/community at risk.

Major Violations of the Code of Conduct as articulated by section 7 of the Boston Code of Conduct:

## 7.2 Assault & Battery / Bodily Harm / Threats / Bullying / Cyberbullying

The following offenses may result in expulsion, with the length of expulsion not to exceed one calendar year, to be determined by the Building Administrator:

### 7.2.1 Assault and battery on school staff resulting in physical injury [see Section.4].

7.2.2 Sexual assault [see Section 20.40].

7.2.3 Assault and battery on any person. This offense shall result minimally in a longterm suspension or disciplinary transfer/alternative program placement.

7.2.4 Causing physical injury to another person, except when the student's actions are reasonably believed necessary to protect himself or herself as determined by the Building Administrator (or designee) on the evidence presented.

7.2.5 Endangering the physical safety or mental health of another by the use of force or threats of force communicated by any means including written, spoken, or transmitted by email. This offense includes: threats of force (some overt act, expressed by any means, which reasonably places the victim in fear of imminent bodily injury), hazing [see Section 20.30, Hazing], graffiti, and other threats communicated by any means: written, spoken, or transmitted by email.

7.2.6 Bullying / Cyberbullying Definition and Prohibition: Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to himself or of damage to his property; creates a hostile environment at school for the victim; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or any electronic means.

This includes both the creation of a web page or blog in which the creator impersonates another person or the distribution or posting of information online if these acts create any of the conditions listed above.

7.3 Possession of Firearms, Dangerous Weapons and Dangerous Objects

7.4 Controlled Substances, Alcohol and Tobacco

7.5 Felony or Felony Delinquency Charges or Convictions

7.6 Harassment and Violations of Civil Rights

7.7 Theft and Vandalism

7.8 Unacceptable Use of Networks, Including the Internet and Electronic Mail (E-mail)

7.9 Other

- 7.9.1 Refusal to identify self on the reasonable request of staff or gives false identification.
- 7.9.2 Presence in a part of the school building or grounds off limits to students.
- 7.9.3 Leaving the school building without permission.
- 7.9.4 Excessive cutting of classes
- 7.10 Substantial Disruptions
- 7.10.1 Occupying any school building, school grounds, or part, depriving others of its use.
- 7.10.2 Blocking the entrance or exit of any school building, corridor, or room, depriving others of lawful access to or from, or use of, the building, corridor, or room.
- 7.10.3 Preventing or attempting to prevent by physical act the safe functioning of any part of any school.
- 7.10.4 Continuously and intentionally making noise or otherwise seriously disrupting and/or preventing the normal functioning of the school or the teaching of other students. This includes repeated, unauthorized use of cellular phones. Effective 7/1/05:
- a. Students are permitted to use cell phones only during the following times:
    - Before school hours outside or inside the school building;
    - After school hours outside or inside the school building;
    - At after-school or sports activities, only with the permission of the coach, instructor or program director;
    - At evening or weekend activities inside the school building.
  - b. The use of cell phones for any purpose – including telephone calls, text messaging and other functions – is not permitted at any other time on school grounds. At Young Achievers, any electronic device is treated the same as a cell phone.
  - c. Cell phones must not be visible during the school day.
  - d. Cell phones must be turned completely off (not simply on silent or vibrate mode) during the school day.
    - Penalties for students found to be in violation of the cell phone policy will be as follows:
      - a. First offense: Student's cell phone will be confiscated and returned to the student at the end of the school day.

- b. Second and subsequent offenses: Student's cell phone will be confiscated and returned only to the student's parent or guardian. The student will be prohibited from bringing a cell phone to school for the remainder of the school year (At discretion of administrator).
- c. Students committing repeated violations of this policy may be subject to additional disciplinary action, consistent with the Code of Conduct.

#### 7.11 Repeated and Flagrant Violations

Repeated and flagrant violations of one or more of the offenses described in Section 7.2 through 7.1 may result in expulsion if they occur in the same school year considered "repeat offenders" if the second violation takes place at the secondary level (grades 6-12).