

Infinity Charter School

SECTION: STUDENT POLICIES

**TITLE: STUDENT CODE OF
CONDUCT & DISCIPLINE**

APPROVED: April 18, 2004

309. STUDENT CODE OF CONDUCT & DISCIPLINE

PURPOSE:

Discipline at Infinity shall be handled in a non-discriminatory manner. At no time shall discipline include physical punishment of any kind.

Student expulsions shall be enforced consistent with the school's code of conduct and shall conform to all applicable federal and state regulations.

The Infinity Code of Conduct is based on the premise that one's education involves a love of learning, respect for knowledge and others, and self-discipline. Basic to this premise is the belief that effective learning situations can best be provided and positive behavioral patterns enforced when unacceptable behavioral patterns and their consequences are outlined, communicated, and understood by students, parents, and school personnel. When discord does arise, adherence to this code will assure that all parties are treated with courtesy, respect, and fairness, yet with a firmness that will direct students to conduct themselves in an acceptable manner.

DIVERSITY:

We believe we are more alike than different. We also believe in, and value, diversity. We know that a diverse school means people are different in size, color, shape, culture, religion, strengths and weaknesses. All children have the right to feel safe and supported in our school community. If we are to meet the needs of all students, we must model how to interact. We must provide an environment that is safe from damaging comments and physical harm.

JURISDICTION:

Unless otherwise defined in the Code of Conduct for specific offenses, the school has authority over its students during the regular school day and while going to and from school on all home district and/or Infinity transportation. This jurisdiction includes any activity during the school day on school grounds and some acts which occur within 300 feet of school property. This jurisdiction also includes any attendance at any school-sponsored activity, regardless of time or location, and any school related misconduct, regardless of time or location.

RESPONSIBILITY AND AUTHORITY:

Responsibility and Authority for Administration and Enforcement of the code of Conduct;

1. The Chief Executive Officer and/or designee shall have the responsibility of implementing the Code of Conduct.

2. Assignment of a student to an Alternative Education Placement (AEP), in accordance with the Code, may be made by the Chief Executive Officer or designee.
3. Suspension of a student from school, not to exceed three (3) days, may be imposed by the Chief Executive Officer or designee if the student engages in conduct for which one may be placed in the AEP.
4. The Chief Executive Officer or designee shall have the authority to expel a student for disciplinary infractions and/or violations of the law in accordance with this Code and state and federal law.
5. The Chief Executive Officer may order the immediate suspension or placement in an AEP of a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with school operations or activities. Additionally, a student may be immediately recommended for expulsion if the Chief Executive Officer reasonably believes that such action is necessary to protect persons or property from imminent harm.
6. The school Chief Executive Officer shall make available to each employee a copy of the Charter School Law and a copy of the school's local discipline policies.
7. The school Chief Executive Officer shall inform each teacher who needs to know of a Student who has committed an expellable offense.

Role and Responsibilities of School Personnel in Maintaining Acceptable Conduct:

The Chief Executive Officer has the responsibility to:

1. Ensure a safe and orderly environment for teaching and learning.
2. Enforce the Code of Conduct.
3. Provide appropriate support for teachers who seek help in discipline management.
4. Ensure that parents are notified within 48 hours of receipt of a report of violation of the Code of Conduct.
5. Provide in-service training to students and staff related to the Code of Conduct.
6. Communicate with parents when their child becomes a discipline concern.
7. Report firearm offenses to PDE in accordance with the Charter School Law.
8. Schedule a removal conference within three (3) class days after a formal teacher removal of a student.
9. Provide parents with notice of conferences, hearings, reviews, and appeals as required by state and federal law.

10. Make appropriate reports to law enforcement.
11. Strive to provide discipline that is instructive.

Teachers and other school personnel have the responsibility to:

1. Develop, maintain, and communicate classroom rules and discipline management procedures consistent with the Code of Conduct philosophy.
2. Remove from class a student who commits a mandatory removable or expellable offense under the Charter School Law.
3. Maintain an orderly classroom and atmosphere.
4. Establish rapport and an effective working relationship with parents.
5. Report to the Chief Executive Officer or designee any known violation of the Code of Conduct.
6. Maintain confidentiality of student records, including receipt of information that a student has committed an expellable offense.

Responsibilities of Parents

Throughout this policy, “Parents” include natural parents, single parents, legal guardians, persons having lawful control of the student, or persons active in parental relation to the student.

Parents assume a highly significant role in the education of their children. Parents should:

1. Make every effort to provide for the needs of the child.
2. Teach the child to pay attention and obey the rules.
3. Be sure their child attends school regularly, and promptly report and explain absences and tardies to the school.
4. Be sure their child is appropriately dressed at school and during school-related activities.
5. Ensure that the child develops proper study habits at home.
6. Participate in meaningful parent-teacher conferences regarding their child’s progress, behavior, and general welfare.
7. Keep informed of school policies and academic requirements of school programs.
8. Participate in school-related organizations.
9. Inform school authorities of any learning concern or condition that may relate to their child’s

education.

10. Provide all records required for enrollment, maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school.
11. Cooperate with school administration and teachers, and seek resolution of disputes.
12. Require their child to attend school tutorials when required for as long as the need arises.
13. Control their child. A student's parent is legally liable for property damage if the proximate cause of the damage is caused by: a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parent to exercise the duty of control and reasonable discipline; or b) the willful or malicious conduct of a student who is at least 12 years of age but under 18 years of age.
14. Work in partnership with school personnel to ensure student success.

Expectations of Students

All students are entitled to enjoy the basic right of citizenship recognized and protected by law for persons of their age and maturity. Infinity fosters a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and other staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the school's mission. The school's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote responsible citizenship.

DEFINITIONS:

The following words and terms, when used in this code, shall have the stated meaning unless the context clearly indicates otherwise:

Alternative Education Program (AEP) – An instructional setting other than the general classroom, completely apart from students who are not assigned to the program, with instruction that focuses on core subjects and self-discipline, and provides for behavioral needs through supervision and counseling.

Class Disruption – Any behavior which violates the rules of a particular classroom and interferes with a teacher's presentation or other students' opportunity to concentrate on the presentation of assignment.

Co-Curricular – Directly related to a specific course.

Detention – A required study hall, usually outside of the school day.

Discipline Management – Any action which is intended to promote proper behavior and/or

discourage misconduct.

Expulsion – Removal of a student from school for more than ten (10) consecutive days. Expulsion for periods up to one year is required by law for certain student offenses, and expulsions further contain a provision that prohibits attendance at school activities.

Extracurricular – An activity sponsored outside of the school day.

In-School Suspension – An in-school setting, apart from the regular classroom where the student continues to receive instruction to the extent possible, for students who commit disciplinary infractions (where applicable).

Parents – Includes single parent, legal guardian, or person in lawful control of a student.

Reassignment of Classes – A student may be removed from the assigned classroom and placed in another class. To the extent possible, the student should continue to receive instruction in the subject from which the student has been removed. The purpose of this type of removal is to remove the student from a potentially disruptive situation and/or to separate students who have been involved in a conflict. Length of removal or stay shall be determined by the Chief Executive Officer.

School Premises – Any property owned by the school or over which the school or its personnel exert lawful control, including property visited by students in connection with a school-operated activity, such as a field trip or extracurricular activity.

Suspension – Removal of a student from school and school activities for a period not to exceed ten (10) days at a time, for disciplinary infractions.

GENERAL GUIDELINES FOR STUDENT DISCIPLINE

Discipline should be instructive in order to reinforce appropriate behavior and foster a safe, positive learning environment.

1. Discipline shall be administered when necessary to protect students, school employees, or property and maintain essential order and discipline.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:
 - A. Seriousness of the offense;
 - B. Student's age;
 - C. Frequency of misconduct;
 - D. Student's attitude and honesty; and
 - E. Potential effect of the misconduct on the school environment
3. Discipline options may include the following educational interventions:
 - Counseling by teachers, special services, or administrative staff
 - Parent-teacher conferences

- Peer mediation
- Quiet time
- Behavioral contracts
- Verbal correction

STANDARDS FOR EXTRA OR CO-CURRICULAR ACTIVITIES

All students are expected to adhere to the Infinity Code of Conduct as it applies to school-related or school-sponsored activities. Students involved in extracurricular and co-curricular activities are expected to exhibit the highest standards of ethics and conduct. Infinity students, staff, and parents view participation in these extracurricular and co-curricular activities as a privilege and not a right. Therefore, the teachers, sponsors, coaches, and directors of these activities may develop and enforce codes of conduct that will take into consideration both school-related misconduct and conduct that occurs outside of the school's usual jurisdiction, regardless of time or location. This will include any misconduct that would reflect negatively upon Infinity. Before an extracurricular or co-curricular activity sanction will be imposed, evidence must be presented to the Chief Executive Officer in one of the following forms.

- A report from a law enforcement agency
- Personal admission by the participating student
- Observed behavior by a school employee

The student and/or parent(s) or guardian(s) will be notified of the offense and afforded the opportunity of a meeting with the Chief Executive Officer to discuss the offense.

OFFENSES & CONSEQUENCES BY LEVEL

Level 1 Offenses

Level 1 acts of misconduct include repeated infractions of classroom management procedures or rules, or other misconduct that disrupts the educational process to the extent that the classroom teacher needs administrative support to correct the problem. The following is a non-inclusive list of Level 1 infractions:

1. Being tardy to class;
2. Being late to school;
3. Refusing to follow classroom instructions;
4. Refusing to participate in classroom activities or fulfill assignments;
5. Failure to bring appropriate materials to class;
6. Possessing and/or using nuisance items, for example noise makers;
7. Eating, drinking, or gum chewing in an undesignated area;
8. Disruption of the orderly classroom process;
9. Violation of dress code;
10. Running, making excessive noise, or other disruptions in halls, buildings, classrooms, or other supervised settings;
11. Improper use of electronic equipment during school hours.

Level 1 Disciplinary Options

Any one or combination of the following consequences may be considered:

1. Teacher/student or Chief Executive Officer/student conference;
2. Parent conference call;
3. In-class disciplinary action or assignment;
4. Withdrawal of student privileges;
5. Detention;
6. Counselor/student conference;
7. Confiscation of nuisance items or materials;
8. Supervised school/community service assignment.

Level 2 Offenses

When a student's behavior does not change as a result of action taken on Level 1, and the student is referred for a second time in the Chief Executive Officer's office for repeated Level 1 infractions, the student is moved to Level 2 for discipline purposes.

Level 2 Disciplinary Options

Any one or any combination of the following may be considered:

1. Any combination of teacher, Chief Executive Officer or designee, parent, and student conference;
2. Any discipline technique outlined in level 1;
3. In-school suspension, not to exceed three (3) days.

Level 3 Offenses

Level 3 acts of misconduct include those student infractions which are somewhat more serious than those in Levels 1 and 2 in their effect on the orderly process of the school program. Examples of level 3 misconduct include, but are not limited to, the following:

1. Cheating or copying the work of another student;
2. Leaving the classroom, building, grounds, or assigned activity without permission;
3. Failure to comply with lawful directives issued by school personnel;
4. Truancy;
5. Altering school records or documents, or forgery of a name on school documents;
6. Vandalism or defacing of school property;
7. Inappropriate acts of familiarity/public displays of affection, for example, touching private parts;
8. Throwing or irresponsible use of objects which are otherwise not dangerous that can cause bodily injury or damage to property when used irresponsibly;
9. Possession or use of tobacco products;
10. Exhibiting any unacceptable or unwanted physical contact that could, but does not result in injury;
11. Disobeying school bus conduct rules;
12. Falsifying identification in any form.

Level 3 Disciplinary Options

Any one or any combination of the following may be considered:

1. Any combination of teacher, Chief Executive Officer or designee, parent, and student conference;
2. Any discipline technique outlined in Level 2;
3. In-school suspension, not to exceed ten (10) days.

Level 4 Serious Offenses

Level 4 offenses include those acts of misconduct that seriously disrupt the educational process, endanger or seriously affect other students, and perhaps violate the law.

Examples include, but are not limited to, the following:

1. Any repeated offense of Level 3, or a new violation while being disciplined for a Level 3 offense;
2. Repeated acts of disobedience or disorderly behavior which may prove to be detrimental to the school, harmful to health and safety, or that may inhibit the rights of others;
3. Being overly disrespectful toward school personnel or defiant refusal to comply with lawful requests or directions of school personnel;
4. Threats, oral or written, to do bodily harm to another, or to the property of another;
5. Bullying one another; encouraging, permitting or assisting, in bullying;
6. Fighting is defined as physical conflict between two or more individuals. A fight has occurred if a student who is attacked strikes back. (To avoid penalty, a student under attack should seek to detach himself/herself from the situation and get school personnel help.);
7. Non-felony theft or extortion;
8. Using profane, obscene, indecent, immoral, or racially or ethnically offensive language and/or gestures;
9. Possession of materials containing any of the elements of #8;
10. Failure to comply with assigned disciplinary consequences;
11. Possessing a device, object, or substance that could cause bodily harm to individuals in any school setting;
12. Failure to report to school personnel the knowledge of an event, device, object or substance that could cause bodily harm to individuals in any school setting;
13. Possession, use, or distribution of any substance represented to be a drug or alcohol;
14. Indecent conduct, non-criminal sexual misconduct, and/or sexual harassment;
15. Hazing;
16. Gang-related behavior or activity, or gang membership;
17. Possession of drug paraphernalia;
18. Non-felony burglary of school facility or major vandalism to school property;
19. Assault or threatening bodily injury or causing offensive physical contact;
20. Possessing, placing, or discharging fireworks;
21. Engaging in felony conduct away from school if the Chief Executive officer or designee determines that the student's continued presence threatens the safety of other students or teachers or will be detrimental to the educational process;
22. Possessing any BB gun, CO2 pistol or rifle, toy gun, or other object that appears to be a firearm;
23. Behavior that threatens the safety of the school environment.

Level 4 Disciplinary Options

Any one or any combination of the following may be considered:

1. Any discipline technique outlined in Level 3;
2. Suspension from school, not to exceed ten (10) days at a time;
3. Involvement of law enforcement personnel;
4. Alternative Education Placement (AEP);
5. Reassignment of classes.

Level 5 Mandatory Removal or Expulsion Offenses

Mandatory Removal

A teacher shall remove from the classroom a student who repeatedly engages in conduct described under Level 4 of the Code of Conduct. The Chief Executive Officer shall either place a student removed under this provision into an Alternative Education Placement (AEP) or recommend expulsion, as appropriate. When a student is removed from class by a teacher under this provision, the Chief Executive Officer shall schedule a removal conference within the next three (3) days. The conference shall include the Chief Executive Officer, parent/guardian, student, and the teacher who removed the student, when appropriate. Even if all persons are not present, if valid attempts have been made to require their attendance, the Chief Executive Officer may still order the appropriate placement and the duration of the placement.

If the Chief Executive Officer's decision is that the student should be expelled, the student shall be provided a due process hearing for expulsion consistent with this Code of Conduct.

If the Chief Executive Officer's decision is that the student should be returned to that teacher's classroom following completion of the assignment to an AEP, and the teacher withholds his or her consent for that return, the Placement Review Committee shall determine the student's placement. The committee shall not return the student to that teacher's classroom unless it determines that placement is the best or only alternative available.

Terms of removal under this provision shall prohibit the student from attending or participating in school-sponsored or school-related activities.

SUSPENSION

The Chief Executive officer may suspend a student who commits a Level 4 offense. A suspension may not exceed ten (10) school days, and the student shall be responsible for all class work missed during the period of suspension. Multiple suspensions for subsequent offenses are permissible.

Before suspending the student, the Chief Executive Officer shall conduct an informal conference at which:

1. The student is advised of the conduct of which he or she is charged;
2. The student is given the opportunity to explain his or her version of the incident.

School personnel shall make every effort to notify the parent prior to suspending a student from school. If the parent cannot be contacted prior to removal, the parent shall be notified as soon as possible and shall be informed of the reasons for suspension.

It is the responsibility of the parent to provide adequate supervision of the student during the period of suspension.

EXPULSION

A Board decision is required to expel a student.

- a. Expulsion is exclusion from school for more than ten (10) days. All expulsions require a prior formal hearing.
- b. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except:
 1. If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others; and
 2. If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten (10) school days, if the formal hearing is not unreasonable delayed.

EMERGENCY PLACEMENT

The Chief Executive Officer may order a student to be immediately placed in an AEP if it is reasonably believed that the student's behavior is so unruly, disruptive, or abusive that it interferes with:

1. A teacher's ability to communicate effectively with students in a class;
2. The ability of the student's classmates to learn; or
3. The operation of the school or school-sponsored activity.

At the time of the emergency placement, the student shall be given oral notice of the reasons for emergency placement in an AEP. Within a reasonable time after the emergency placement, the student will be afforded a removal conference as outlined in this code. The Chief Executive Officer or appropriate administrator shall not be liable for civil damages for an emergency placement.

DETENTION

For infractions of the Code of Conduct or other policies or regulations, students may be required to serve detention during, before, or after school and/or on Saturdays. Before assigning the student to detention, the teacher or administrator shall inform the student of the conduct that allegedly constitutes a rules violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or guardian to inform them of the reasons for detention and to permit arrangements for necessary transportation of the student.

PHYSICAL RESTRAINT

Any school employee may, within the scope of the employee's duties, use and apply physical restraint to a student that the employee reasonably believes is necessary in order to:

1. Protect a person, including the employee, the student, or other students from physical injury;
2. Obtain possession of a weapon or dangerous object;
3. Protect property from serious damage;
4. Restrain an irrational student;
5. Remove from a specific location a student refusing a lawful command of a school

employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.

BUS CONDUCT

The bus driver is responsible for discipline on the school bus. Misconduct must be reported to the Chief Executive Officer, or designee, who will take the appropriate disciplinary action.

STUDENT BEHAVIOR EXPECTATIONS

It is Infinity's goal for behavior expectations to work in conjunction with academic standards to create a total learning environment for all students, at all grade levels. The eight (8) behavior expectations are:

Work Habits/Time Management:

Students, staff, and parents will develop and use productive work habits.

Indicators:

- Complete work to the best of their ability.
- Strive for excellence in all their work.
- Honor time commitments.
- Arrive at school prepared to work.
- Work cooperatively with others and independently when appropriate.
- Persevere even when tasks are difficult.

School Climate:

Students, staff, and parents will behave in a manner that fosters a positive school environment.

Indicators:

- Participate actively in the learning process.
- Encourage parent/community involvement.
- State expectations clearly.
- Show sensitivity toward others.
- Use courteous and polite language and behavior.
- Exercise self-discipline.
- Follow school rules.

Dress:

Students, staff and parents will dress appropriately for the school environment.

Indicators:

- Dress in a clean, neat, and safe manner.
- Dress in a manner that is non-demeaning to self or others.
- Dress in a manner that promotes practices that are consistent with Infinity policies.
- Dress in a manner that is conducive to the activity in which engaged.

School is a place where learning can take place. Dress can positively or negatively affect a student's attention to the educational process. Dress can also reflect the pride a student takes in himself and his school. Students are required to adhere to the following dress code, while in school and when attending school functions.

We ask that all adults at the school during the day, or for school functions, follow this code as well, in order to provide consistency and to set a good example for the students.

1. Shirts must be long enough to touch the top of the pants when the person is standing.
2. No spaghetti strap shirts; no muscle shirts.
3. Shorts/skirts/dresses must be at least mid-thigh length.
4. Clothing must not be revealing.
5. Clothing or accessories with improper or objectionable pictures, sayings, gestures, or language, or which promote substances prohibited by School Board Policy or state law, must not be worn.
6. Shoes must be worn at all times.
7. Hats are not to be worn except for protection from the sun or inclement weather and are not to be worn indoors.
8. Sunglasses are for outdoor use, and are not to be worn indoors.
9. No gloves can be worn indoors.

Physical and Emotional Safety:

Students, staff, and parents will promote, create, and maintain an environment free from physical and emotional harm.

Indicators:

- Ensure conflicts are resolved through non-violent means.
- Ensure school is free from weapons.
- Ensure school is free from harmful substances.
- Ensure that school is free from intimidation, discrimination, and harassment.

Respect for Grounds and Property:

Students, staff, and parents will be thoughtful caretakers of the school property and the property of others.

Indicators:

- Use property and materials for their intended purpose.
- Take responsibility for maintaining school property.
- Show respect for the personal property of others.

Integrity and Responsibility:

Students, staff, and parents will accept personal responsibility and accountability for their actions or inactions.

Indicators:

- Accept responsibility for one's actions.
- Be honest in communications with others.
- Promote excellence by setting challenging and attainable goals.
- Serve self and others through community involvement.
- Take the initiative to help others.
- Determine the right thing to do and do it.

Diversity:

Students, staff, and parents will respect the unique attributes and qualities of every individual.

Indicators:

- Treat others with fairness, respect, and compassion.
- View diversity as enhancing the school environment and community.
- Promote and encourage increased knowledge and understanding of diversity in the curriculum.

Communication:

Students, staff, and parents will communicate effectively to build a more positive school environment.

Indicators:

- Communicate with positive intent.
- Communicate in an open, trusting, and truthful manner.
- Express ideas clearly.
- Communicate in a timely and on-going manner.
- Discuss misunderstandings or concerns directly with the source.