



## **Section 4: Ivy Hill Prep Disciplinary Code of Conduct**

Ivy Hill Prep is characterized by a culture that is structured, supportive, joyful and focused on academic work. At Ivy Hill Prep, we are intentional about setting our students up for success. This means that we hold scholars to high academic and behavioral expectations, only after ensuring those expectations were clearly stated and understood. We know that when our scholars know what is expected of them and are surrounded by adults who support them, they will thrive.

**Core Values:** Ivy Hill Prep's five creed values – Leadership, Excellence, Academic Growth, what makes you Unique, and confidence- are at the heart of our community and represent the cornerstones of the school's Code of Conduct. Our staff models these creed values, and in turn are confident in our scholars' ability to uphold the same values.

**Restorative Practices:** At Ivy Hill we believe in the use of Restorative Practices as a transformative tool that empowers everyone in our community. Our approach is to shift away from a punitive approach to student behavior toward a relationship and Social Emotional Learning (SEL) approach. Restorative Practice is about building community, addressing conflict, and repairing relationships. Some practices prevent infractions through building community and other practices intervene after infractions have occurred.

### **Section 4.1: Ivy Hill Prep STAR Code**

We believe that a structured, achievement-oriented classroom establishes a platform for academic success; learning cannot happen in chaos. Orderly and structured classrooms are necessary to create learning environments in which time is used efficiently. Structure provides a framework for learning to take place. The structure that Ivy Hill Prep provides will ensure that school is a safe place where scholars are free of the stress that unstructured, undisciplined settings create.

**STAR:** To help scholars learn professional habits and maximize instructional time, Ivy Hill Prep utilizes the STAR code. The rationale for each aspect of the STAR code is explained to students at the beginning of each year to ensure they understand the "why" behind the system.

- **Stand/Sit up straight.** At Ivy Hill, scholars demonstrate good posture throughout the day, which assists in their focus on the lesson objective. During instructional lessons, scholars, like teachers, sit with their backs straight, their bottoms safely on their chairs, and their feet safely on the floor. When standing and walking, Ivy Hill scholars keep their hands at their sides to prevent physical contact or physical play with other scholars. When sitting on the rug, scholars sit in a "Criss-Cross Applesauce" style and have their hands folded and in their laps.
- **Track the speaker with your eyes.** At Ivy Hill, scholars and teachers "track" the speaker, which means we look at the teacher or student who's speaking. At our school, we believe that we're all teachers and we're all learners. We "track" the speaker to not only show respect (which adults do in professional and personal settings), but to teach and learn from one another. To emphasize this, we show respect to our community by tracking other individuals when they speak.
- **Always do your work and be on task.** Ivy Hill Prep scholars are expected to be on task 100% of instructional time with very few reminders by teachers. Scholars ask and answer



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questions by raising their hand and waiting for their teacher to call on them, or by waiting for their turn when utilizing habits of discussion. Habits of Discussion requires scholars to respond without a raised hand. These instances will be made clear for scholars. In order to be successful in this realm, scholars must be on task to participate.

- **Respect at all times.** There are no excuses for disrespectful behavior at Ivy Hill Prep. A scholar who has a disagreement with another scholar is expected to follow one of three actions to address the problem depending on its severity: (1) ignore the scholar, (2) ask the scholar politely to stop, and (3) tell the teacher. Scholars who have been corrected by a teacher may not respond to that correction in a way other than following directions given by the teacher. If a scholar feels that a consequence has been unfairly applied, the scholar may speak to the teacher after the lesson has ended. In some instances, the teacher may agree with the student and rectify his/her consequence. The decisions made by the teacher will be final.



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### **Section 4.2: Ivy Hill Prep Hallway Behavior**

Hallways are shared spaces and carry noise. We ask that all scholars and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one class to another silently, in two lines, in a safe manner with their hands to themselves and not touching other students.

### **Section 4.3: Ivy Hill Prep Bathroom Behavior**

In order to ensure that students are present in class to the greatest extent possible, we encourage scholars to use the bathroom before classes begin, during bathroom breaks, during lunch, and after school. When scholars have a bathroom emergency during class time, they will follow their individual class's protocol for receiving bathroom permission.

Scholars are expected to be potty trained before starting kindergarten, including the responsibility of wiping and cleaning themselves. School staff will not engage in any bathroom assistance unless it is an emergency.

Bathrooms are shared spaces, and we teach our scholars to treat all spaces with care and pride. We teach scholars to pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. We do not permit scholars to bring anything with them to the bathroom, including writing instruments. We fully expect scholars to follow these rules, however, should a scholar break our bathroom rules, the scholar will receive a consequence and might not be permitted to use the bathroom alone. At all times a scholar is expected to obtain permission from the teacher to use the restrooms. Scholars are not to write on the walls or damage the facility in any way. A scholar who is feeling ill should report to the office and not remain in the restroom alone.



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### **Section 4.4: Ivy Hill Prep Behavior Management System**

At Ivy Hill Prep, scholars have the opportunity to earn rewards for demonstrating excellent behavior, academic growth and good citizenship. Scholar behavior is monitored throughout the school day through use of our deanslist LEAGUE Value point system. Individually and as a class scholars will have the opportunity to earn points for behaviors that EXCEED expectations. LEAGUE Value points should not be used as a reward for routine compliance with directions and expectations. LEAGUE Value Points should be kept “on stage,” as we want to narrate the behaviors, we want to see live out in our classroom connected to our LEAGUE Values. We do not deduct points. When a mistake is made or scholar support is needed, scholars receive a reminder from their teacher in the form as a non-verbal remainder, verbal remainder, one on one conversation, or request for student support from a member of school culture. Teachers will consistently narrate the behavior that resulted in positive points to get students back on track. Positive points reinforce the idea that we can learn from our mistakes, can bounce back from poor choices, and are rewarded for hard work and dedication.

Weekly, in the scholars Life’s Work binder, families will sign a Progress report that identifies how their child ended the week.

### **Section 4.5: Ivy Hill Prep School Reward Opportunities**

At Ivy Hill Prep students have the opportunity to earn rewards for demonstrating excellent behavior, academic growth, and good citizenship. We also have an end of year awards ceremony to celebrate scholars and families for various achievements attained throughout the Ivy Hill Prep academic year, including perfect attendance, high honor roll, honor roll, and creed value awards. Positive reinforcement is broken down as follows:

#### **Daily Praise**

- Teachers will recognize students who excel behaviorally and academically by giving praise and sometimes providing students with stickers or notes. Teachers will also recognize scholars who have demonstrated considerable growth, both academically and behaviorally.

#### **Weekly Praise**

- At the end of every week, scholars who have earned 80 points will earn the chance to pick a prize from our school store treasure chest and participate in Fun Friday.
- As a schoolwide community, teachers will recognize students who have shown growth or improvement, done well on an activity, project, or assignment, or exemplified the schoolwide LEAGUE value for the month



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### **Section 4.6: Ivy Hill Prep Community Violations**

We believe that our consistent use of positive narration, and improved SEL support will address the large majority of scholar behavior concerns. However, if the misbehavior is more serious or continues despite corrections and support, our team will partner with the scholar's parents to devise an Individual Behavior Plan to support. These serious infractions may include, but are not limited to:

- disrespect of a fellow scholar, such as name-calling, insulting, or excluding;
- disrespect of the school, such as drawing on a table or book, taking school supplies without permission;
- unsafe behaviors, such as hitting, kicking, biting, pushing, play fighting or throwing tantrums;
- making verbal or physical threats, empty or otherwise;
- leaving class without permission;
- cheating or plagiarism, or copy of anyone else's work; • use of inappropriate language; and
- extreme disruption of class.

Please note that these infractions apply to students while on school grounds, on the school bus, and at any school related trip or activity.

- The first, second and third Community Violations of the trimester will be accompanied by a phone call home at the end of the day. The teacher may also request a conference with a parent/guardian.
- If a scholar receives four or more Community Violations in a trimester, a parent/guardian will be required to attend a mandatory conference with the Head of School, Dean of School Culture, classroom teacher(s) and the scholar.
- At the 6th Community Violation of a trimester, the parent/guardian will be required to observe their child in class for 60 to 90 minutes. This parent/guardian observation helps teachers, families, and scholars create a behavior plan for the scholar in order to successfully keep the scholar in class.
- Ivy Hill Prep offers students many privileges that can be taken away as a consequence for choices that negatively impact their learning, the learning of others, their safety, or the safety of others. Privileges that can be lost include but are not limited to:
  - Choice Time
  - Recess
  - Participation in birthday celebrations or field trip
  - Socializing with classmates during snack time, breakfast, or lunch



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Families will receive a phone call home for each Community Violation; the phone call will be made by the classroom teacher or a member of the Leadership Team.

Ivy Hill Prep believes that our use of community violations will minimize our need to rely on in-school or out-of-school suspensions. We do, however, reserve the right to assign these consequences if the misbehavior presents a serious safety or other concern.

### **Section 4.7: Ivy Hill Prep Suspension Policy**

In the case of a suspension, the scholar will be removed from class and will be sent to the HOS or DOSC Office or another designated school location, following which, the scholar's parent/guardian or guardian will be notified of the incident by the school. In all cases where the scholar has violated a community agreement scholars may need to be immediately removed from school grounds.

Due process states, scholars are guaranteed due process and fair treatment at school. Therefore, prior to Ivy Hill Prep taking disciplinary action against a scholar, the School will provide the scholar with appropriate due process. When the disciplinary action consists of ten days of suspension or a lesser penalty, this process will consist of informing the scholar of the disciplinary issue and giving the scholar an opportunity to respond. As described below, more formal procedures will be followed when the discipline proposed is greater than ten days of suspension.

In every case of scholar misconduct for which suspension or expulsion may be imposed, the Head of School shall exercise discretion in deciding the consequences for the offense; consider ways to re-engage the scholar in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

#### **Suspension Under or Equal to 10 Days (Short-Term)**

Scholars in grades K-2 may receive a suspension for egregious acts of disrespect or defiance. If a scholar commits one of the infractions listed below, the scholar may receive a suspension in addition to receiving a Community Violation.

If a scholar commits one of the infractions listed below, the scholar may receive an out of school suspension rather than receiving a Community Violation. The Head of School may suspend any scholar for up to 10 school days. Before the scholar is returned to class, the scholar, his or her parent/guardian or guardian, and the Head of School will meet in order to address the scholar's behavior and plan for improvement. Furthermore, scholars will not be allowed to return to class after a suspension without a parent/guardian signature on the suspension letter. If the school is unable to contact the parent/guardian/legal guardian, the suspended scholar will be held in school until the end of the day. The parent/guardian/legal guardian shall be held liable for all damages caused by a scholar. Scholars are not entitled to appeal a short-term suspension. These serious infractions that may merit immediate suspension include, but are not limited to:

- Gross disrespect of a fellow scholar, staff member, or school property
  - o Extremely objectionable
  - o Offensive/Vulgar behavior



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- Continued tantrums that disrupt the learning environment
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, building, or school-sponsored activity
- Forgery of any sort, including parent/guardian signatures
- Cheating or plagiarism, or copying of anyone else's work
- Violent or threatening behavior
- Bullying or harassing conduct

Repeated and fundamental disregard of school policies and procedure.

### **Suspension Over 10 Days (Long-Term)**

Using the same list of infractions listed under short-term suspension, the Head of School will make a recommendation to the Governing Board, if the suspension of a scholar is more than 10 days. Prior to a suspension of more than 10 days, the following due process procedures will apply:

- The parent/guardian/legal guardian will be notified of the intent to suspend for over 10 school days
- Date, time and place of a hearing will be sent to the parent/guardian/legal guardian with at least five working days' notice
- Notice of the right at the hearing to:
  - o Be represented by his/her families, legal or other representative (at the scholar's/parent/guardian's own expense)
  - o Present evidence and/or confront and cross-examine witnesses
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request.
- This hearing must include the scholar, the Head of School (or other staff), and the parent/guardian/legal guardian.
- The Governing Board has decided that all expulsion hearings shall be held at a Special Executive Meeting to protect the privacy of the scholar unless the parent/guardian requests that it be open to the public.

The student and/or parent/guardian may submit any complaint regarding this process to the New York State Education Department

## **Section 4.8: Ivy Hill Prep Expulsion Policy**



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In the case of an expulsion, the scholar will be removed from class and will be sent to the HOS or DOSC office, following which the scholar's parent/guardian or guardian will be notified of the incident by the school. In all cases where the scholar has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. Expulsion is defined in as the permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.

The Head of School may recommend to the Governing Board expulsion of a scholar for serious cause, including, but not limited to:

- Being on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to, marijuana, cocaine, and heroin;
- Assaulting another scholar, school employee, school consultant, or school volunteer on school premises or at school-sponsored or school-related events, including athletic games;
- Extreme bullying and/or harassment
- Continued acts of violence that endanger community
- Possession, use, sale, or transfer of drugs and alcohol;
- Destruction or attempted destruction of school property including arson

In addition to any of the preceding infractions, any breaches of federal law or law may be handled in cooperation with the law and may result in expulsion.

**Due Process:** Scholar disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals.

- The parent/guardian/legal guardian will be notified of the intent to long-term suspend or expel a scholar;
- The date, time and place of a hearing will be sent to the parent/guardian/legal guardian with at least five working days' notice
- The scholar and parent/guardian will be given written notice of the right at the hearing to:
  - o Be represented by his/her families, legal or other representative (at the scholar's/parent/guardian's own expense);
  - o Present evidence;
  - o Confront and cross-examine witnesses;
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request;
- The hearing will include the scholar if he or she chooses to participate, the Head of School (and/or or other staff), and the parent/guardian/legal guardian if he, she, or they choose to participate;
- All expulsion hearings shall be closed to the protect the privacy of the scholar unless the parent/guardian requests that it be open to the public;
- A scholar and/or parent/guardian, upon request, will have the right to review the scholar's





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records;

- The decision by the board will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision;
- The student and/or parent/guardian may submit any complaint regarding this process to the New York State Education Department.

Scholars have the right to reapply for admission after one year of expulsion. The Governing Board has the right to deny admission of a scholar who has been expelled from another school or is in the process of being expelled, and to deny, upon review of a request, readmission of a scholar previously expelled from Ivy Hill Prep.

### **4.9: Discipline of a Scholar with Special Needs**

Ivy Hill Prep will meet all requirements of Section 504 of the Rehabilitation Act as defined in Part B of IDEA, and State laws regarding disciplining of scholars with disabilities.

As explained above, under the Fourteenth Amendment to the United States Constitution, scholars are guaranteed due process and fair treatment at school. Therefore, prior to the School taking disciplinary action against a scholar, the Head of School will provide the scholar with appropriate due process. When the disciplinary action consists of ten days of suspension or a lesser penalty, this process will consist of informing the scholar of the charges against him/her and giving the scholar an opportunity to respond. More formal procedures must be followed when the discipline proposed is greater than ten days of suspension.

Scholars may have additional rights pursuant to laws governing the provision of educational services to scholars with disabilities.

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible scholars with certain procedural rights and protections in the context of scholar discipline. A brief overview of these rights is provided below.

**Short-term suspensions:** School personnel may refer a scholar to an alternative placement or suspension for up to 10 total school days without services. For subsequent exclusions the school year which do not constitute a change in placement:

1. The school must provide Free and Appropriate Public Education (FAPE) services to the extent necessary for progress in the general curriculum and IEP goals as determined by



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school personnel in consultation with at least one teacher.

2. If appropriate, the school must conduct a functional behavioral assessment and develop a behavioral plan.

**Change of placement:** A change of placement is defined as removal for more than ten consecutive school days or for a series of shorter removals (exceeding 10 days in total) with consideration of the length and total time removed, as well as the proximity and similarity of behavior. On the date of a decision to make a removal constituting a change of placement, families/guardians must be notified of the decision and the procedural safeguards.

Within ten school days of a decision resulting in a change of placement, the team must conduct a manifestation determination. The meeting must include representatives of the school, families/guardians and any other relevant members. The team must consider all relevant information in the scholar's file, teacher observations, and relevant information from the families/guardians. The team must determine whether the conduct was: (1) caused by the disability; or (2) had a direct and substantial relationship to the disability; or (3) was a direct result of the district's failure to implement the IEP. If any of these criteria are met, then the conduct is a manifestation of the scholar's disability.

If the team determines that the conduct was a manifestation of the disability, the scholar must be returned to his/her placement. The parties, however, may change the IEP and placement through the team process. Also, the team must conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavioral plan already exists, review the plan and make any necessary modifications.

If the team determines that the conduct was not a manifestation of the disability, the school discipline can be put into effect. The scholar is entitled, however, to receive educational services to enable progression in the general curriculum and IEP goals. The team must determine which services are necessary and the setting where they will be provided.

**Appeal Rights:** When a parent/guardian/guardian disagrees with the Team's decision on "manifestation determination," or an alternative placement, the families/guardians have the right to request an expedited hearing from the Bureau of Special Education Appeals. Placement pending the appeal is in the alternative setting as determined by the team for the duration of the discipline or completion of the appeal.

**Exceptions for Specified Conduct:** Under certain special circumstances as defined by federal law, school personnel may place the scholar in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the scholar possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. The federal definition for serious bodily injury means bodily injury that involves:

1. A substantial risk of death;
2. Extreme physical pain
3. Protracted and obvious disfigurement; or
4. Protracted loss or impairment of a bodily member, organ or mental faculty.



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Otherwise, if the scholar's continuation in the current placement is substantially likely to cause injury to himself/herself or others the district may request an expedited hearing for an order to place a scholar in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

Scholars with Disabilities under Section 504 Scholars who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504



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