



STUDENT DISCIPLINE: GUIDING INFORMATION

- The ideal goal is to keep every student in the classroom and in the school.
- Realizing that the ideal is not always obtainable, Cresthaven Academy must have a clear plan of action for handling off-task behaviors ranging from minor to severe infractions.
- The school will implement common school-wide procedures and routines and explicitly teach each student and also share the expectations with parents.
- Staff will take every opportunity to re-teach to classrooms of students, small groups of students, and individual students in an effort to assist students in meeting expectations.
- The system is designed to establish clear expectations for student behavior and to work with the school’s School Psychologist as necessary.
- Corrective responses are to be administered in a progressive nature pending the severity of each individual event, the repetition of like or escalating behaviors, age appropriateness, and an individual’s needs.
- The system is set-up to provide consistency in administering corrective responses to all students.
- The school’s Leadership Team will meet regularly to review school behavior data in an effort to examine whether any school-wide changes need to be made to policies, procedures, professional development, etc. that may establish a reduction in the need for corrective responses and promote a safe, vibrant learning environment for all students and staff.
- Student confidentiality (academic and behavior) as it relates to FERPA is to be maintained at all times, including written and video.
- The behavior process and corrective actions will be reviewed annually.

STUDENT CONDUCT

Character enrichment is a major objective of Cresthaven Academy Charter School. It is the expectation of Cresthaven Academy and its Board of Trustees that all students be taught to observe the Code of Conduct. We strive to teach and display our **core values**.

JOY GRIT EMPATHY COURAGE HUMILITY EXCELLENCE SELF-CONTROL

	<i>Everywhere</i>	<i>Classrooms</i>	<i>Cafeteria</i>	<i>Recess</i>
Always do your best	- Believe in yourself - Strive for excellence - Inspire others to do their best	- Focus on task - Set goals - Listen & follow directions - Do what you are assigned to do	- Silent voice level during quiet time - Eat your own food - Help make the cafeteria a pleasant place	- Listen & follow adult directions - Keep hands, feet, & objects to self - Wait your turn
Be prepared	- Wear your uniform everyday	- Body in learning position	- Get everything first time in line	- Dress for the weather

	<ul style="list-style-type: none"> - Wear all black shoes - Have materials ready - Be on time 	<ul style="list-style-type: none"> - Focus on task - Homework is complete 		<ul style="list-style-type: none"> - Wear safe & comfortable black shoes/sneakers
Consider your Character	<ul style="list-style-type: none"> - Obey all safety procedures - Use manners & positive language - Keep hands, feet, objects to yourself - Use appropriate voice levels - Respect others 	<ul style="list-style-type: none"> - Care for all property & materials - Use kind & positive words - Value others' opinions & talents - Use appropriate voice level 	<ul style="list-style-type: none"> - Use table manners - Wait your turn - Ask for what you need - Say "please" & "thank you" 	<ul style="list-style-type: none"> - Use equipment properly - Help make it fun for everyone - Solve problems in positive ways - Report problems to an adult

	<i>Halls & Stairs</i>	<i>Restroom</i>	<i>Bus</i>
Always do your best	<ul style="list-style-type: none"> - Keep lines tight - Move through halls without disturbing others 	<ul style="list-style-type: none"> - Respect other's' privacy - Take care of your needs & return to class quickly - Properly dispose of your waste 	<ul style="list-style-type: none"> - Listen & follow adult directions - Stay in seat, facing forward
Be prepared	<ul style="list-style-type: none"> - Keep hands on rails - Take one step at a time 	<ul style="list-style-type: none"> - Wash & dry your hands 	<ul style="list-style-type: none"> -Bookbag fully packed and closed
Consider your Character	<ul style="list-style-type: none"> - Greet others as appropriate using small group voice - Keep hands & feet to yourselves - Use silent voice level 	<ul style="list-style-type: none"> - Use supplies correctly - Pick up after yourself 	<ul style="list-style-type: none"> - Respect others' personal space - Soft voice levels - Report problems to school - Keep hands & feet to yourself

<i>Off-task behaviors handled by teacher and staff</i>	<i>Off-task behaviors that result in referral to Student Support Coordinator and/or Principal</i>
<ul style="list-style-type: none"> • Physical Aggression: Non-serious, but inappropriate physical contact that is not wanted by another and done in an unfriendly manner (such as bumping into others, kicking under the desk, or rough-housing) • Minor Theft: Taking something of minimal value that can be easily replaced • Minor Vandalism/Property Damage: Misuse of property and/or minor destruction resulting in damage that 	<ul style="list-style-type: none"> • Fighting/Serious Physical Aggression: Actions involving serious physical contact where injury is intended or highly likely (such as two individuals exchanging blows that could result in serious injury) or contact of a sexual nature • Theft: Student in possession of, having passed on, or being responsible for removing someone else's property that has significant value and cannot be easily replaced • Vandalism/Property Damage: Student participates in an activity that results in

<p>can be easily fixed (by student with or without help)</p> <ul style="list-style-type: none"> • Teasing/Taunting: Name-calling, words or gestures that are used to make someone unhappy, but do not include serious threat or intimidation • Defiance/Disrespect: Brief or low intensity failure to respond to adult requests • Disruption: Behavior that interferes with the ability to engage in learning activities (such as talking out, moving out of area, and making noise) • Inappropriate Language: Low intensity instance of profanity or rude language • Other: Any other minor problem behaviors <p><i>When intervention attempts have not been successful in reducing/eliminating behaviors read below:</i></p> <p><i>Before referring students to the Student Support Coordinator/Principal, the teacher/staff member will:</i></p> <ul style="list-style-type: none"> • Have implemented and taught the school-wide common expectations, procedures, and routines. • Utilize intervention strategies to address, redirect, correct problem behaviors. • Follow individual classroom management plan. • Contact parents to problem solve. 	<p>substantial destruction or disfigurement of property: damage that cannot easily be fixed</p> <ul style="list-style-type: none"> • Harassment/Bullying: Student delivers sustained or intense, disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, pictures, or written notes • Defiance/Disrespect: Refusal to follow directions, talking back and/or socially rude interactions that continue despite several interventions • Disruption: Behavior causing serious interference in a class or activity that continues despite adult intervention. Disruption includes CONTINUOUS loud talking out of turn, yelling, or screaming, noise with materials; horseplay/rough-housing, and/or SUSTAINED out-of-seat behavior • Abusive Language: Words used to threaten/intend harm or profanity used to hurt another individual • Inappropriate Language: Student continues to curse or use profanity despite adult intervention • Other: Student engages in other major problem behaviors that do not fall within the above categories or behavior that escalates or continues despite repeated intervention strategies
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Cresthaven Academy Charter School Behavior Levels:

<p>Level 1:</p>
<ul style="list-style-type: none"> • In most instances, can be handled by the teacher(s) and does not include removal from instruction. • Teacher(s) may document behavior in writing. • Teacher(s) informs parent/guardian when appropriate.
<p>Level 2:</p>
<ul style="list-style-type: none"> • In most instances, can be handled by the teacher(s) with possible assistance from an administrator and does not include removal from school. • Teacher(s)/administrator must document behavior and resolution in writing.

- Teacher(s) informs parent/guardian.

Level 3:

- Generally handled by an administrator.
- Administrator may involve the Student Support Coordinator when appropriate.
- Teacher and administrator must document behavior and resolution in writing.
- Administrator notifies parent/guardian.

Level 4:

- Handled by an administrator and may include additional actions to support the student and stimulate corrective behaviors by the student.
- Administrator involves the Student Support Coordinator when appropriate.
- Administrator shall document incident.
- Administrator notifies parent/guardian.

CRESTHAVEN ACADEMY CODE OF CONDUCT

Attendance	Tier Level	Disruptive/Disorderly Conduct	Tier Level
Tardiness	1-3	Chronic Talking	1-2
Excessive Absence	1-3	Rude Noises	1-2
Unexcused Absence	1-3	Refusing to Remain in Seat	1-2
Student Dress	Tier Level	Horseplay	1-3
Out of Uniform	1-3	Throwing Objects (minor)	1-3
Academic Dishonesty	Tier Level	Disruptive Conduct	1-3
Altering Report Cards or Notes	1-3	False Alarms	3-4
Cheating	1-3	Disorderly Conduct	3-4
Disrespectful Behavior	Tier Level	Insubordination	Tier Level
Walking Away	1-3	Refusal to Work in Class	1-2
Talking Back	1-3	Refusal to Serve Detention	1-2
False Information (not including bullying)	1-3	Refusal to Participate in In-School Alternatives	1-3

False Information (including bullying)	1-3	Failure to Comply with Direction or Instruction (Adult in Authority)	1-3
Swearing/Profanity	1-3	Leaving Without Permission	1-3
Swearing/Profanity Directed at an Adult in Authority	1-3	Intimidation/Threats to Others	Tier Level
Gestures	1-3	Harassing/Teasing/Instigating	1-3
Gesture Directed at an Adult in Authority	1-3	Threatening Behavior Directed at Adult in Authority	1-3
Derogatory Written Materials	1-3	Threatening	1-3
Pornographic Material	2-3	Group of Gang Involvement	2-4
Sexual Behavior	1-3	Intimidation (Law Violation)	3-4

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<i>Injury to Others</i>	<i>Tier Level</i>	<i>Weapons</i>	<i>Tier Level</i>
Physical Aggression	1-3	Knife, Explosive, Chemical Agent Dispenser, or Other Object	3-4
Fighting	1-3	Firearms Projectile by the Action of an Explosive or Knowledge of	4
Throwing Objects (major)	2-3	Taser, Electric Stun or Other	4
Battery	4	Possession of Fireworks or Ammunition	3-4
<i>Possession or Misuse of Personal Property</i>	<i>Tier Level</i>	<i>Other Offenses</i>	<i>Tier Level</i>
Toys	1-2	Gambling	2-3
Listening, Recording, and Electronic Devices	1-2	Arson	4
Other	1-2	Threat of Illegal Conduct	4
<i>Improper Use of Technology</i>	<i>Tier Level</i>	<i>Prohibited Substances</i>	<i>Tier Level</i>
Damaging Computer Hardware or Software	1-2	Tobacco Products	1-2

Entering or Retrieving Inappropriate Content (Sexual)	1-3	Alcohol/Narcotics/Drugs - Under the Influence or Possession	3-4
Accessing School Records or Another Person's Information or Files Without Permission	1-3	Alcohol - Under the Influence or Possession	3-4
Theft/Stolen Property	Tier Level	Narcotics (prescription) - Under the Influence or Possession	3-4
Possession (generally < \$50)	1-3	Drugs (Other) Under the Influence or Possession	3-4
Possession (generally > \$50)	2-4	Alcohol/Narcotics/Drugs - Distributing or Selling	4
Causing Major Damage, Vandalizing School/Other Property that May Cause Potential Disruption to the School Environment	3-4		

CRESTHAVEN ACADEMY CODE OF CONDUCT

<i>Bullying, INCLUDING CYBER BULLYING</i>	<i>Tier Level</i>	<i>Harassment Based on Sex</i>	<i>Tier Level</i>
Bullying - Verbal	1-3	Verbal	1-4
Bullying - Physical	1-3	Physical	1-4
Bullying - Social/Relational	1-3	Social/Relational	1-4
Bullying - Written Communication/Electronic	1-3	Written Communication/ Electronic	1-4
Bullying - Combination	1-3	Combination	1-4
<i>Disability Harassment</i>	<i>Tier Level</i>	<i>Harassment or Bullying Towards Faculty</i>	<i>Tier Level</i>
Verbal	1-3	Verbal	1-4
Physical	1-3	Physical	1-4
Social/Relational	1-3	Social/Relational	1-4
Written Communication/ Electronic	1-3	Written Communication/ Electronic	1-4
Combination	1-3	Combination	1-4
<i>Racial Harassment</i>	<i>Tier Level</i>		

Verbal	1-4		
Physical	1-4		
Social/Relational	1-4		
Written Communication/ Electronic	1-4		
Combination	1-4		

LEVEL 4: TIER 4 CORRECTIVE RESPONSES			
<ul style="list-style-type: none"> Mandatory counseling (alcohol, narcotics, drugs violation) without suspension Mandatory counseling (alcohol, narcotics, drugs violation) with suspension 	<ul style="list-style-type: none"> Probationary contract without suspension in combination with parent conference Probationary contract with suspension in combination with parent conference 	<ul style="list-style-type: none"> Request for expulsion without suspension Request for expulsion with suspension 	<ul style="list-style-type: none"> Notification to School Resource Officer or other law enforcement agencies
LEVEL 3: TIER 3 CORRECTIVE RESPONSES			
<ul style="list-style-type: none"> Referral for special education evaluation if appropriate In-school suspension for a day or more with processing of and/or instruction on appropriate behavior 	<ul style="list-style-type: none"> Mandatory counseling (alcohol, narcotics, drugs violation) without suspension Mandatory counseling (alcohol, narcotics, drugs violation) with suspension 	<ul style="list-style-type: none"> Suspension (<1 full day) Suspension (1-5 days) Suspension (1-5 days) with scheduling of parent conference (alcohol/narcotics/drugs violations) 	<ul style="list-style-type: none"> Change of classroom Bus suspension with parent conference (1-5 days) Bus suspension exceeding 5 days only with conference and participation of the Director of Transportation
LEVEL 2: TIER 2 CORRECTIVE RESPONSES (Student may not be removed from school)			
<ul style="list-style-type: none"> Referral to Student Support Team to develop/ revise a Tier 2 gen ed FBA and BIP that addresses the causes of behaviors and organizes supportive strategies consistently across settings, times of day, and varied staff 	<ul style="list-style-type: none"> Referral to CST to develop/ revise a sped FBA and BIP that addresses the causes of behaviors and organizes supportive strategies consistently across settings, times of day, and varied staff 	<ul style="list-style-type: none"> Change schedule or class; change classroom for part of day Loss of extracurricular privileges Delinquency affidavit filed 	<ul style="list-style-type: none"> Saturday/ evening school with processing of and/or instruction on appropriate behavior Time in in-school suspension room for less than a full day with processing of and/or instruction on appropriate behavior
LEVEL 1: TIER 1 BUILDING BASED CORRECTIVE RESPONSES (Student may not be removed from instruction)			

<ul style="list-style-type: none"> • Administrator/ student conference • Conference that includes any combination of admin/teacher/parent/student • Grouping of students based on identified needs 	<ul style="list-style-type: none"> • Teacher/staff collaboration and problem solving based on student needs • Referral to school counselor, case manager, attendance personnel, or other staff 	<ul style="list-style-type: none"> • Assign student mentors/tutors • Conflict resolution with admin or other • Referral to health or mental health services • Referral to community organization 	<ul style="list-style-type: none"> • School behavior agreement • Service learning • Restorative justice/restitution • Confiscation of electronic device • Written notification to parent • Phone call to parent
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LEVEL 1: TIER 1 CLASSROOM CORRECTIVE RESPONSES
(Student may not be removed from instruction)

<ul style="list-style-type: none"> • Keep in teacher/assistant proximity • Ask student the rule/repeat/model • Positive practice • Notification/consultation with parent/guardian • Teacher(s)/student conference • Seat change • Teacher(s)/ student/parent conference 	<ul style="list-style-type: none"> • Parent/guardian accompanies student to school or event • Instruction on appropriate behavior • Acknowledgement of appropriate behavior • Detention with processing of and/or instruction on appropriate behavior 	<ul style="list-style-type: none"> • Reminders/redirection/verbal correction • Daily progress sheet on behavior • Scheduled contract with preferred adult • Buddy teacher system • Loss of classroom, recess and/or hallway privileges 	<ul style="list-style-type: none"> • In-class time out with processing of and/or instruction on appropriate behavior • Written reflection or apology • Small group session with processing of and/or instruction on appropriate behavior • Check in/check out with an adult
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