



Student Code of Conduct

As a public charter school of Polk County, Navigator Academy of Leadership will follow the Code of Student Conduct for Polk County, with the exception of the *Code of Collegiality*.

Rationale

Navigator Academy of Leadership believes that behavioral excellence is essential to the effective academic and character development of each student. In order to help ensure success, Navigator Academy of Leadership will strive to make behavioral expectations clear so that students can make wise choices and “live” *The 7 Habits*.

Navigator Academy of Leadership intends to recognize and celebrate the talents of every student. While we expect our students to be well behaved and exemplify the standards our school was founded on, we realize that clear boundaries are necessary to help them feel successful and understand expectations. Therefore, our behavior program has been developed to provide opportunities for students to learn and change any negative behaviors they may be exhibiting. We also realize that consequences need to be reasonable, clear, and administered fairly with the intention of creating positive change.

When a student exhibits misbehavior, there are several avenues we can use within the school setting to help students change their behavior, and keep parents informed of what is happening. In order to fully develop our educational program and school culture, Navigator Academy of Leadership will follow a District Code of Student Conduct and the Board approved Code of Collegiality that will establish guidelines for model student behavior. The Code of Conduct and The Code of Collegiality will follow levels of infractions as leveled by the district. The intent is that the Code of Collegiality proactively sets guidelines and expectations and the Code of Student Conduct will provide rules and policies along with consequences with an opportunity for reflection so that students may learn from their mistakes. Included in the Code of Collegiality is our expectation for students to stand TAAL - Think, Act, Accountability, and Learn. In alignment with the 7 Habits, expecting students to stand TAAL will require them to:

TAAL	WHAT DOES IT MEAN	7 HABITS
Think	Think before you act. The choices you make today may determine your tomorrow.	Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win
Act	Take Action! Live passionately, not passively.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Accountable	You are responsible for your own actions.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Learn	Every action we take is an opportunity to learn and grow. A mistake is only a mistake if you repeat them. Reflect on your actions and their outcomes.	All 7 Habits

Having expectations of students standing TAAL will begin with their Leadership Binder where students set goals, track their progress and reflect on goals, progress and actions. Conflict resolution will take an active approach to correlating an array of options with outcomes. While adhering to the sponsor’s Code of Student Conduct, students with continuous infractions will be required to complete an analysis of their choices and the different outcomes. The goal is to have students use accountable talk to change their perspective and improve their behavior.

Discipline measures will be fair and consistent and will incorporate techniques that require students to have ownership of their behavior. Students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. There will be a greater focus in rewarding the efforts of students, including positive reinforcement for students demonstrating exemplary behavior and conduct instead of negative behavior. As students experience behavioral or disciplinary issues, their attention will be drawn to these strategies by means of conferencing with teachers or administrators. Conflict resolution strategies will also be used to resolve conflicts between students and allow for effective conflict resolution strategies be modeled as an expectation of behavior.

Classroom Consequences for Misbehavior

- 1st Consequence – Verbal Warning
- 2nd Consequence – Conference with student and reflection
- 3rd Consequence – Parent contacted
- 4th Consequence – Detention
- 5th Consequence - Referral to administration (permanent file)

Consequences for Referrals to Administration

1. Administrative detention
2. Conference with administrator, parent, student and teacher in order to develop an agreement of behavior
3. Saturday School (if available)
4. Removed from participating in extra-curricular or social events sponsored by the school
5. In School Suspension
6. Out of School Suspension

Suspension

The principal or other designated administrator may suspend a student for up to ten days based upon the severity and/or frequency of misconduct. Administrators will take all circumstances into account when making suspension decisions, such as prior disciplinary offenses, previous disciplinary strategies attempted, and the appropriateness of other strategies that may be attempted before suspension. Parents will be notified immediately of the offense and dates of the suspension. During a suspension, students will be permitted to complete missed work as long as it is submitted to the appropriate teachers within three days of returning to school. In-School Suspension is the first form of suspension considered unless the infraction is severe enough that it warrants an Out of School Suspension under the Code of Student Conduct. During In-School Suspension, students will undergo a multi-step process where they reflect on the violation, consequences, purpose of rules, appropriate behavior, and restitution. Restitution may be in the form of a letter, a conversation, or an action that rectifies the rule violated. Out of School Suspensions are left as a last resort and will require students to complete the same multi-step process of an In-School Suspension, yet it is done at home and with parent participation. Students returning from Out of School Suspension must first debrief with an administrator, counselor, or principal designee before returning to class. This will help ensure that the student is ready and focused to return with a positive and proactive attitude. When returning, students may not be allowed to participate in extracurricular activities or non-educational field trips for a period of thirty (30) days following the suspension.

Recommend Reassignment

Navigator Academy of Leadership will follow all district regulations regarding expulsion as indicated in the District Code of Student Conduct. Should the consideration of expulsion arise, the principal may request the School's Governing Board review the student's file, conduct, and previous administrative disciplinary actions and vote to make a recommendation to the District

Superintendent that the student be recommended for expulsion. At that time, the Board and the school principal, will follow the District Change of Placement procedure when recommending an expulsion.

Requesting an Appeal

If a parent/guardian wishes to request an appeal to a referral, the parent/guardian must submit such a request in writing to the Principal within two (2) calendar days of the issuance of the referral. Failure to make a written appeal will forfeit the parent/guardians right to any further appeal hearing. Upon receipt of the request, the Principal shall decide if the request is warranted. If the Principal decides to overturn the referral he or she may do so. Parents may, as a last resort, appeal to the Governing Board or liaison designated by the Board to review the request for appeal if not overturned by the Principal and when all steps and measures have been taken prior to contacting the Board. The Governing Board will have the final say in appeals. Parents are advised to consider that all meetings of the Governing Board are considered public meetings, and as such any information shared with the Board is a matter of public record.

Zero-Tolerance for Aggression, Bullying, and Drugs

The use of aggression with the intent of hurting others emotionally, physically or verbally will not be tolerated. Thus, any kind of bullying including cyber bullying, fall within our Zero-Tolerance policy and **must be reported immediately**. Navigator Academy of Leadership follows the State's *Model Policy of Bullying and Harassment*. Included in the zero-tolerance policy is gang affiliation or incidents involving drugs. Such behavior will be reported immediately to an administrator and will be investigated. Disciplinary action will be taken according to the seriousness of the incident and in accordance with the Code of Conduct. Students are expected to value each other and treat each other with respect. Navigator Academy of Leadership will implement a comprehensive anti-bullying policy to ensure that bullying is proactively discouraged, immediately reported, effectively investigated and remediated.

It is the policy of this school that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. The school will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined within our policy, is prohibited.

Bullying means intentionally and repetitively inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:

- a) Teasing
- b) Social Exclusion
- c) Threat
- d) Intimidation
- e) Stalking, including cyber stalking
- f) Physical violence
- g) Theft

- h) Sexual, religious, racial or gender orientation harassment
- i) Public humiliation
- j) Destruction of property

We encourage any student or parent who believes they have witnessed or are experiencing bullying to report it promptly so that it can be investigated and dealt with in a proactive way. Bullying can be reported by speaking with the Principal or other trusted staff member, and can be done either in person, by telephone or preferably in writing. Once a report of bullying is made, it will be investigated to ensure the safety of the students, staff, parents and volunteers. It is important for students to also understand that bullying behavior which occurs outside of school, but has an impact on students while they are at school, is still considered bullying and can still be dealt with by the school. For example, cyber-bullying by posting information online or texting is considered bullying, and consequences can be issued at school for such behavior. If after investigating a report of bullying, it is determined that bullying is occurring according to our definition, the school will develop a plan to ensure that it ceases and that the students involved are addressed.

School Behavior Consequences

The following list is a representative list of behaviors, not an all-inclusive menu. This list will assist the school's administration in determining the appropriate level of consequences for misbehavior of students at the school. Please bear in mind that all criminal offenses will be reported to law enforcement officials.

LEVEL 1 BEHAVIORS are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.

Disruptive Behaviors

- Unauthorized location
- Confrontation with another student
- Cutting class
- Misrepresentation (lying)
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting
- Inappropriate public display of affection
- Use of profane/crude language
- Unauthorized use of electronic devices
- Violation of dress code

LEVEL 2 BEHAVIORS are more serious than Level 1 because they significantly interfere with learning and/or the well-being of others.

Seriously Disruptive Behaviors

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Petty theft (under \$300.00)
- Use of profane and provocative language directed at someone
- Possession of and/or use of tobacco products
- Slander
- Vandalism (minor)

LEVEL 3 BEHAVIORS are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

Offensive/Harmful Behaviors

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)

LEVEL 4 BEHAVIORS are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

Dangerous or Violent Behaviors

- Battery against a non-staff member
- Grand theft (over \$300.00)
- Hate crime

- Disruption on campus/disorderly conduct
- Fighting (serious)
- Harassment
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Possession of simulated weapons
- Sexual harassment; sexting (1)
- Vandalism (major)

- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Intent to sell/distribute or sale of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials); sexting (2)

LEVEL 5 BEHAVIORS are the most serious acts of misconduct and violent actions that threaten life.

Most Serious, Dangerous or Violent Behaviors

- Aggravated assault
- Aggravated battery
- Armed robbery
- Arson
- Public display of sexual body parts
- Making a false report/threat against the school
- Sexual battery; sexting (3)
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.

Discipline Matrix

The following are examples of the types of consequences the school administrator may administer based on the level of the offensive behavior. These are representative and not prescriptive, the administrator may handle each situation on a case-by-case scenario, using the following as general guidelines.

Misbehavior	Range of Corrective Strategies (Consequences)
Level 1 Offense	Plan 1: Parent/guardian contact (Behavior Slip); Student, parent/guardian/staff conference; Revocation of the right to participate in social and/or extracurricular activities; Confiscation of electron device; Detention; Temporary assignment from class where the infraction occurred; Student contract; Replacement or payment for any damaged property (if appropriate); Participation in counseling session related to infraction; Behavior plan.
Level 2 Offense	Plan 2: Parent/guardian contact; School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior; Suspension from school for one to five days for habitual infractions; In-school suspension; Participation in counseling session related to the infraction Refer to outside agency/provider; Diversion Center; Corrective strategies from Level 1;
Level 3 Offense	Plan 3: Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Corrective Strategies from Level I & II; Permanent removal from class (placement review committee decision required); Recommendation for alternative educational setting; Recommendation for expulsion; Participation in counseling session related to the infraction; Refer to outside agency/provider. Corrective strategies from previous plans.
Level 4 Offense	Plan 4: Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for alternative educational setting; Recommendation for expulsion; Corrective strategies from previous plans.

Level 5 Offense	Plan 5: Parent/guardian contact; Suspension from school for ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for reassignment; Corrective strategies from previous plans.
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Code of Collegiality

The aforementioned policies will be reviewed annually with the student and will be sent home in the form of a *Code of Collegiality* so that it can be discussed, signed by parents and students, and returned to the school. In addition to the information listed above, the following is included in the Code of Collegiality:

“As a student at Navigator Academy of Leadership, I am committed to abide by the Code of Student Conduct and the Code of Collegiality.

- *I understand that my behavior is a direct reflection of both my family and the School. I will strive to honor and respect both by exhibiting exemplary behavior that of a scholar and leader at all times and in all places.*
- *I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.*
- *I will be responsible to deliver to any announcements, messages, and reports to and from school.*
- *I will be responsible for completing and turning in all class assignments and homework.*
- *I will be responsible for taking care of all books and school property. I will replace anything that is misused or lost.*
- *I will abide by the Code of Conduct and the Code of Collegiality adopted by the Board.*
- *I will refrain from fighting, intimidating, harassing, or threatening others and I will refrain from using inappropriate language.*
- *I will exhibit the principles of good citizenship and leadership.”*

*This is an excerpt from the *Parent Student Handbook*