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i3 Academy Code of Honor

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i3 Academy Code of Honor

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I. Introduction

i3 Academy's Student Code of Honor details, not only the rights and responsibilities for all stakeholders, but also the programs and processes that we have implemented to establish expectations, support students, and ensure calm, orderly learning environments.

Our Code of Honor is designed to help all stakeholders -- students, families, faculty, administration, and our governing board -- understand how we can work together to establish equitable learning environments that encourage accountability, responsibility, commitment, and collaboration. We will depend on the code to build and sustain a positive school climate, respond to individual circumstances, encourage prosocial behavior, and address unmet expectations in a restorative manner. i3 Academy's Code of Honor should be used as a tool to communicate principles and processes that go beyond traditional approaches to managing behavior and establish a clear set of expectations necessary to foster a positive school climate.

It is critical that all stakeholders read and review this code to develop a clear understanding of how our programs and processes work in concert to achieve our goals of improving student achievement, creating and sustaining calm, orderly learning environments, and enhancing the partnerships between home and school. Once you have read the code, please sign the acknowledgements page and submit it electronically or send a signed hard copy of the acknowledgements page to your child's principal. Any questions or feedback should be directed to i3 Academy's principals or to the director of student affairs.

II. Rights and Responsibilities

i3 Academy Rights and Responsibilities	
Mission Statement	Our mission is to empower learners to become agents of change who solve the problems they see in their world. We envision a world in which all learners are equipped to excel in a global society.
Purpose Statement	The statements of rights and responsibilities are meant to provide a collective understanding of how we can all work together to create and sustain safe, supportive learning environments that encourage accountability, responsibility, commitment and collaboration.
School-Wide Expectations	SOAR S= Safe O= On Task A= Above and Beyond R= Respectful *See Expectation Matrix
<p><u>Students have the right and responsibility to:</u></p> <ul style="list-style-type: none"> ● Best practices, restorative processes, and trauma informed practices ● Safe, positive learning environment ● To be heard, to be seen ● Come to school everyday in uniform and stay all day ● Actively participate and persist ● Complete work on time with your best effort ● Bring all materials to class (adhere to grade level expectations) ● Demonstrate expectations from SOAR ● Take responsibility for actions ● Advocate for yourself (Ask for help when you need it) ● Report unsafe behaviors to an adult ● Be respected as an individual and treated courteously, fairly and respectfully by other students and school staff ● Treat teachers, staff, other students, themselves and property with respect ● Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability ● Attend school daily, be prepared for class and complete assignments to the best of their ability 	

Teachers, principals and school staff have the right and responsibility to:

- Acknowledge/Recognize limits of capacities and adherence to scope of job (capacity)
 - Meet child's need(s) with appropriate faculty/staff
- Observations with timely, substantive feedback
- Collaboration with peers
 - Hold common time sacred; "protected time"
 - Guidelines around prescribed trainings
 - Consider scheduling some trainings after school (occasionally)
- To be free of bodily injury
- **Consistent** support for tier two and tier three behavior and to **request** and receive follow up documentation.
- Calm, orderly learning environment
- Ongoing professional development
 - Choice of trainings, especially in-house
 - Relevant
- Implementation of required SEL curriculum
 - Subject to observation
- Implementation of required academic curriculum
 - Subject to observation
- Teachers have the right to seek out resources for trauma informed practices
- Adherence to Action Plan for addressing behavior
- Mandatory reporter (make report, but also keep admin in the know)
- Complete required documentation when behavior occurs
- Close and consistent communication with families
- Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of each other's cultures
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- Enforce the policies, rules, and regulations of the district, school, classroom and code of **honor**, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators
- Communicate policies, expectations, and concerns to students and parents/guardians, and respond to complaints or concerns from students and parents/guardians in a timely manner and in a language they understand
- Engage parents when their child is subject to disciplinary action
- Teachers have the right to approach behavior as a form of communication

Parents/Guardians/Families have the right and responsibility to:

- Clear, timely communication between school and home
- Successful partnership with school to carry out school initiatives (balance home-school connection)

- Be informed of their child's attendance, performance and behavior concerns
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
- Assure their child brings to school only those things that are appropriate in a school setting
- Participate in decision-making processes affecting school policies and procedures
- Make learning a priority
- Know and support SOAR expectations matrix
- Support, model, and reinforce social-emotional, behavioral, and academic practices
 - If needed seek support from your child's teacher or Student Support Team
- Support any academic interventions with similar procedures at home
- Get your students to school on time, in uniform (know and follow district attendance policies)
 - Schedule personal appointments outside of school hours, if possible
- Attend all scheduled parent conferences and meetings
- Parent compact - SEL coming from home; communication of external circumstances that could impact the learning day for a student
- Reciprocating communication
- "Handle with care" message to teachers
- Parent workshops - mandatory 1 per semester; provide parents with a toolbox to support their student with SEL and trauma.

III. Programs, Practices, and Processes

A. Social Emotional Learning (SEL)

Our SEL curriculum serves as the foundation of our discipline program by fostering a warm, welcoming classroom culture where students feel safe and have a strong sense of belonging. As a result, SEL work enables teachers to build authentic relationships with their students. A well-implemented SEL curriculum, practiced to fidelity, helps students develop the skills to recognize and regulate their own emotions. Engaging students in daily SEL instruction enables them to establish healthy identities, achieve personal goals, develop and show empathy for others, and make responsible decisions. To this end, we facilitate Morning Circle at the beginning of each day and end our days with a Closing Circle. The consistent practice of circling up daily affords teachers and students a common practice to address any issue that arises during their day.

B. Restorative Practice

Restorative Practice departs from more traditional disciplinary practices in that it seeks to hold students accountable for their actions and repair relationships that are harmed by the actions of others. This practice enables those that cause harm to be accountable for their actions and for everyone involved to share responsibility for repairing the damage. It is an inclusive process that offers timely consequences. Our SEL practice of circling up lends itself nicely to the facilitation of Restorative Practice.

C. Trauma-Informed Practices

From recent studies of Adverse Childhood Experiences (ACE) study, we understand that approximately two-thirds of our student population has encountered some form of trauma. Trauma has a significant impact on the physiology of the brain which in turn impacts a number of factors, including, but not limited to, a student's ability to learn new information, to regulate their own emotions, and to form relationships. Students with a higher incidence of trauma are more likely to have heightened stress responses that result in overreactions of fight, flight, and freeze. Implementing trauma-informed practices helps us move beyond an understanding of trauma's impact on learning to create a school environment that can improve educational outcomes for all students. Responding to students with empathy while seeking to understand the communication behind the behavior is the most conducive approach to cultivating a calm, orderly learning environment.

D. Response to Intervention (RTI)

Response to Intervention (RTI), also known as Multi Tiered Systems of Supports (MTSS), is a systematic process that ensures all students receive the support they need for continuous academic growth and to develop essential, prosocial behaviors. Monthly RTI meetings are attended by grade level teachers, academic and behavioral

interventionists, members of the student support team, and administrators. The purpose of these meetings is to identify students with specific academic and behavioral needs and assign targeted interventions for these students. The goal of this process is to work closely with students to meet their needs and engage them with grade-level academic and behavioral expectations.

Like the RTI process for academics, the support system for behavior has three tiers or levels. The first tier is focused on our core program which is made up of our system wide SOAR expectations and our Caring Schools SEL curriculum. Tier one instruction takes place daily in all classrooms and includes all students. This first tier is in place to ensure that each individual student acquires essential social skills and develops behaviors necessary for the next grade level.

The second tier of our RTI process offers additional support and practice for students to develop essential behaviors on grade-level. To support the process, teachers collect data related to individual student behavior. Based on this data, teachers identify students they believe will benefit from tier two interventions. Teachers will inform parents or guardians that their student has been identified for tier two support. These interventions take several forms and may be led by a teacher or by a member of the student support team (SST). They focus on one behavior for a specific amount of time. The goal is to help the student develop the targeted skill and exit tier two support better prepared for the classroom.

Our third tier of behavioral support focuses on intensive, individualized support for students. As with tier two supports, students are identified through the RTI process based on data collected by teachers and other faculty who work with the student. These one-to-one interventions are led by our counselors and/or behavior specialist who develop, implement, and monitor individualized plans. Tier three behavioral supports provide frequent remediation based on the behavior and give support for developing prosocial behaviors. Like tier two interventions, tier three interventions focus on a specific behavior and occur for a specific amount of time with the goal of developing skills that will enable the student to return to the classroom and utilizing those enhanced skills to participate in class.

Our intent is to utilize our processes, programs, and practices to help students develop the skills necessary to meet expectations and behave in a manner that supports calm, orderly learning environments. However, there are some behaviors that must be met with more intense consequences. While we believe that exclusionary discipline, such as suspension, should be used sparingly, when student behavior becomes a risk to themselves or others, the administration is left with few choices. Our students' safety is our highest priority. Unlike traditional suspensions, i3 Academy's administration will do all they can to minimize the impacts of exclusionary discipline including, but not limited to, offering remote instruction during time out of class, extending in-person learning opportunities to make up for instruction missed during time out of class, and facilitating and implementing a re-entry plan for the student.

IV. Discipline Procedures

Our highest priority is the safety of our students. To that end, i3 Academy has established school-wide behavioral expectations which we identify below in our SOAR Matrix (Safety, On-task, Above & beyond, and Respect – see matrix below). Teaching (and reteaching) these specific, school wide expectations encourages students to engage in behavior that provides a calm, orderly learning environment. All faculty and staff are expected to praise students who meet or exceed our expectations. Students who do not meet expectations are redirected and the specific expectation they are not meeting is retaught.

ACADEMY		S.O.A.R. MATRIX						ACADEMY	
S.O.A.R. IN ALL LOCATIONS	LEARNING SPACES	TRANSITIONS	RESTROOMS	SHARED & COMMON SPACES	PLAYGROUND/ RECESS	TECHNOLOGY	ARRIVAL & DISMISSAL		
S SAFE	*Keep hands and feet to self *Use appropriate voice levels *Masks on correctly	*Walk on the right side *Keep hands and feet to self *Masks on correctly	*Keep hands and feet to self *Use quiet voices *Always wash your hands	*Keep hands and feet to self *Use appropriate voice levels *Masks on correctly	*Keep hands and feet to self *Use equipment properly	*Use equipment as intended *Stay on safe sites and apps *Protect passwords and personal information	*Be on time *Follow carpool/ bus rider instructions *Masks on correctly		
O ON TASK	*Actively listen and participate *Complete work with your best effort	*Move directly to your destination *Bodies are moving with a purpose	*Return to previous location promptly	*Actively listen and participate *Return all borrowed materials *Treat materials with care	*Line up quickly when called *Be aware of your surroundings	*Use technology as directed *Keep devices in appropriate spaces *Be present-avoid multitasking	*Wear your school uniform *Move directly to your destination *Bodies are moving with a purpose		
A ABOVE & BEYOND	*Be resourceful with supplies *Own your actions *Serve others	*Be aware of voice levels	*Leave space better than you found it *Be aware of voice levels	*Leave your space better than you found it *Be aware of voice levels	*Strive to make friends with others *Invite others to join in play *Share materials and equipment	*Start each day with device fully charged *Handle all tech supplies with care *Ask an adult for help if you see something wrong	*Own your actions *Serve others *Clean up after yourself		
R RESPECTFUL	*Use positive language *Eyes tracking the speaker *Keep work spaces clean	*Be courteous of others' learning	*Wait your turn *Use materials and facilities appropriately (water, soap, paper products)	*Use positive language *Eyes tracking the speaker *Keep work spaces clean	*Put litter in the trash cans *Treat others the way you want to be treated *Ask an adult for help if you see something wrong	*Handle all equipment with care *Be aware of device volume *Use friendly tech talk *Always follow tech rules	*Use kind words and manners *Stay in your own space		

Levels of Behavior

The guide below is meant to provide clear direction and consistency across classrooms. It is understood that there may be some exceptions to this guide. At i3 Academy we know that behavior is a form of communication, especially for children. As such we consider developmentally appropriate expectations, student needs, and individual behavior expectations when supporting each student as they learn to recognize their own feelings, regulate their own behavior, and strive to meet expectations.

Level One

These behaviors are mostly managed by the teacher who will redirect the student and reteach the specific expectation that is not being met. If the student continues to struggle to meet the expectation the teacher may choose to have them reflect on their behavior by engaging in a restorative activity such as a “Think Sheet” or submitting an entry in their “Choice Log”. In many cases, these restorative exercises enable students to refocus and reintegrate into the learning environment. When feasible a copy of the restorative activity will be sent home, either via email or as a hard copy, to be reviewed by a parent or caregiver. If the behavior persists beyond these restorative practices, the teacher may request that the student move to a “Cool Down” space in the classroom or common area and continue with the restorative process. Not all *Level One* behaviors have to be entered into BLOOM. Recording the behavior is at the teacher’s discretion.

In the event that the student cannot be reintegrated after these measures have been implemented, the teacher may request assistance from a member of the student support team (SST). The SST member’s sole focus is to help the student reintegrate into the classroom as soon as possible. This may include supporting the student as they complete a restorative process or, in some cases, the SST member may reach out to a parent or caregiver to communicate about the student’s current situation. During these calls the parent or caregiver may have the opportunity to speak with the student and help the refocus and reintegrate into the learning environment. Once the SST member believes that the student is ready, he or she will be returned and reintegrated into the learning environment. In some cases, if the student cannot be reintegrated, the SST member will ask the parent or caregiver to come to pick up the student. Sending a student home is the last measure. We do not take this action lightly. We recognize that our students need to be in class to make progress. If a student’s behavior results in a decision to send them home, it is advised that teachers submit a report in BLOOM. When a student is sent home, we require that the parent or caregiver accompany the student when they return to school to meet with an administrator to discuss the strategies that are in place to ensure the student’s continued success. Support from our student’s parents and caregivers is essential to our collective success.

The behaviors listed below are considered to be *Level One* expectations.

i3 students are expected to meet the following expectations:
● Complete work with your best effort
● Actively listen and participate in learning activities
● Demonstrate attentiveness by tracking the speaker
● Use positive language when speaking to adults and peers
● Treat others the way you expect to be treated
● Keep your hands and feet to yourself
● Maintain appropriate voice level
● Be in your seat and assigned area – you must have a pass to leave class
● Keep your area clean – “Leave it better than you found it”
● Move with a purpose, be on time, go directly to your destination
● Be resourceful and responsible with all equipment and supplies
● Own your actions – your learning and your behavior
● Ask for help
● Be patient, be kind, be “Rocket Ready!”

The behaviors listed below do not meet *Level One* expectations:

● Refusing to do work, off task, sleeping, not following instructions
● Not prepared for class, iPad not charged, missing materials
● Distracting others and/or disrupting the learning environment
● Out of seat or assigned area, not sitting in seat properly
● Out of class or designated area without a pass
● Tardy / late to class without a pass from transition (not at arrival)
● Destroying/damaging materials or resources, misusing equipment
● Taking, touching, or messing with other people's stuff
● Not taking responsibility for your actions, lying, blaming others
● Play fighting is unacceptable – keep your hands to yourself
● Persistently teasing or making fun of others, including mimicking the teacher
● Talking while the speaker is speaking, blurting out, speaking out of turn

Level Two

Behaviors that are considered *Level Two* behaviors may also be managed by the teacher, but frequently involve support from a member of the student support team (SST) and/or an administrator. These behaviors generally impact the safety and well-being of the student, their classmates, and possibly their teachers. Most commonly *Level Two* behaviors disrupt the learning environment. All *Level Two* behaviors should be entered into BLOOM.

The behaviors listed below are considered to be *Level Two* behaviors:

● Arguing with / defiant toward teachers/adults, not responding to redirection
● Refusing to follow directions, not responding to redirection
● Out of seat, disrupting learning, not responding to redirection
● Leaving the classroom / assigned area without permission, elopement
● Constantly talking while speaker is talking, not responding to redirection
● Inappropriate language (cussing), noises, or gestures (obscene, offensive)
● Intentionally harming others (slapping, pushing, pulling hair, spitting, etc.)
● Throwing, kicking, propelling objects in an unsafe manner
● Inciting, promoting, or contributing to a disruption, includes teasing
● Inappropriate or unsafe use of playground equipment
● Being dishonest, including academic dishonesty
● Bus safety violation (see bus expectations)
● Inappropriate physical contact and/or display of affection (PDA)
● Stealing (second incidence), includes food/snack and materials
● Willful destruction of property (less than vandalism - level three)
● Misbehaving in the bathroom (less than vandalism – level three)

Level Three

Behaviors categorized as *Level Three* behaviors, those that cause serious harm and/or major disruptions to the learning environment, should be addressed by a school administrator. First and foremost, in the event that a student poses a threat to themselves or others, the teacher should ensure the safety of all students and immediately radio for assistance. If possible, the teacher should allow other students to move to a safe space (common area, adjacent classroom, or hallway) until support arrives. Secondly, when support arrives, teachers should focus on other students. Any students who are injured or require additional support should be escorted to the nurse, the counselor, or a student support team member.

The behaviors listed below are considered to be *Level Three* behaviors:

● Actions that cause physical harm to another person
● Bullying/cyberbullying, deliberate and ongoing mistreatment with intent to harm
● Retaliation, reprisal, intimidation (deemed a credible threat)
● Elopement (off-campus)
● Fighting, punching, kicking, biting, any physical contact with intent to harm
● Hitting someone with an object (thrown, kicked, otherwise propelled)
● Inciting or promoting a major disruption
● Possession of a weapon, or implement that could be used to do harm
● Self-injurious talk or behavior
● Possession, distribution, and consumption of alcohol, drugs, or nicotine
● Sexual behaviors
● Vandalism, destruction of school property

SPED students with Behavior Goals or specific Behavior Intervention Plan (BIP)
Teacher response: behaviors that are specific to the BIP should be documented per the IEP; behaviors outside of BIP, especially Level Three Behaviors should be recorded in BLOOM

SST response: All behaviors that are specific to the BIP must be referred to SST and should be recorded per the IEP and in BLOOM.

C. Corporal punishment shall not be used as a disciplinary measure at any school in the district.

V. Policies and Procedures

Due Process

Due process safeguards must apply in instances where the behavior or rights of others are being evaluated. Students must be treated fairly, with respect, and in consideration of all the circumstances at hand. Students have the right and will be fully informed of behavior that does not meet expectations and given the opportunity to correct themselves and continue with their learning unless that behavior is chronically disruptive and/or endangers the student or others.

Data Collection and Review

The primary means of data collection is BLOOM. BLOOM is reviewed daily by the student support team and administrators. The data collected in BLOOM will be summarized each semester and made available to the community.

Your rights under the Family Educational Rights and Privacy Act (FERPA)

According to FERPA parents and legal guardians have the following rights:

- inspect and review your child's record;
- seek to amend the record if you believe it to be inaccurate;
- consent (or not) to disclosures of personally identifiable information; and
- file a complaint with the U.S. Department of Education concerning the district's failures to comply with FERPA.

Either parent has the right to review an education record unless there is evidence of a court order or state law revoking or restricting these rights. Parents may access the education records of eligible students if they claim the student as a dependent for income tax purposes. However, agencies may require verification of the requester's relationship with the child before providing access to records.

The right of parents to access information is limited to their own child or children. If the education record includes information about other students, that information must be removed prior to disclosure so that parents do not have access to any other child's records. (34 CFR § 99.12)

When parents (or eligible students) request to review their records, the education institution must respond within 45 days, even if these records are kept by an outside party acting for the school. During these 45 days, the education institution cannot destroy any of the requested records.

Acknowledgement of Receipt

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I hereby acknowledge that I have received i3 Academy’s Code of Honor and agree to support the tenets of the code. I will be responsible for fulfilling my obligations as a willing partner in the education of my i3 student(s).

I understand that not adhering to all of the requirements set forth within the Code of Honor may result in disciplinary actions for my child including and up to my student being administratively withdrawn from i3 Academy.

I certify that this is a true and correct statement by my signature below:

Parent/guardian/caregiver Name PRINTED

Signature of parent/guardian/caregiver

Date

Please print all children’s names who are students at i3 Academy below:

