



# Young Women's College Prep 2021-22 Code of Conduct and Student Discipline Policy

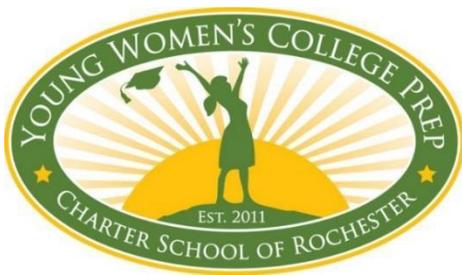




## Young Women's College Prep Code of Conduct

### Mission

Young Women's College Prep Charter School of Rochester (YWCP) offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High expectations and evidence of concrete results define the student's academic experience. Educators commit to, and thrive upon, sharing effective practices within and beyond the school building. YWCP partners with families and instills in each student a sense of community, responsibility and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders.



### Core Values

*Our Core Values Are....*

### Single-Gender

YWCP believes in educating the whole student and meeting the individual's needs. A single-gender school offers students the opportunity to learn in an environment free from cultural and gender stereotypes, as well as many of the pressures and distractions of a co-educational school.

### Small Schools Engaged in Leadership Development

YWCP is committed to knowing every student personally, intellectually, and emotionally; this is possible in a small school environment. Students here learn how to lead and work collaboratively with others.

They engage in projects that build their leadership skills, improve their ability to work as part of a team, and increase their ability to positively impact their community. Leadership development, essential to the culture of the school, is explicitly taught daily in Advisory.

### College Preparation

College preparation begins in 7th grade with an ongoing discourse about college in each classroom. Beginning in 9th grade, a full-time college guidance counselor works with every student to guide her and her family through the complex admissions and financial aid processes.

### Faculty

YWCP's teachers believe in collaborative learning and are invested in their own professional development.



They are committed to a longer work day and work year. Classroom pedagogy is centered on cooperative and collaborative practices, inquiry, and differentiation to meet the needs of all learners. Teachers share a vision for helping every student to achieve personal mastery.

## **Professional Development and Leadership**

Professional development is an integral part of YWCP's culture and teaching strategies. The Principal is an instructional leader with many years of classroom experience and expertise in developing an exemplary staff. During the school year, YWCP devotes one afternoon per week to directly respond to emerging student data, including evaluation of lesson plans, teaching strategies, and sharing effective practices. Over the last three weeks of August our teachers prepare their classrooms and curriculum for the year, with guidance from the principal, department chairs, and outside support. YWCP conducts an annual retreat for faculty to establish the atmosphere and mindset for the school year. Peer observations and team teaching opportunities are built into the schedule and are regular practice.

## **Knowledge Management**

YWCP incorporates a system of knowledge management that is defined and owned by every adult in the building. Knowledge management is a system for sharing information across an organization, where a common language and a structure for documenting and organizing knowledge allows for continuous learning and improvement. YWCP is committed to staying true to the spirit of a charter school and sharing practices with all other schools in a comprehensive and applicable manner.

## **Purpose of the YWCP Code of Conduct**

Young Women's College Prep and the YWCP Board is committed to creating an atmosphere that will prepare your child for college. In order to accomplish this, we must ensure that our school climate be safe and orderly. Staff must be allowed to instruct with minimal distraction and disruption, so responsible behavior is required by all individuals involved. Particularly important to the goal of college preparation, enrollment and graduation is the role that students and their parents/guardians play. The YWCP Code of Conduct helps to provide a guide for all stakeholders that is essential to helping us achieve our goals by outlining the behavioral expectations and consequences that may arise from expectations not being followed that affect our school culture.

The school utilizes a multi-tiered PBIS program (Positive Behavioral Intervention Supports) as well as a behavioral data tool, SWIS (School-wide Intervention System) to encourage positive behavior and monitor student conduct throughout the building. This research-based program focuses on positivity and enables YWCP to improve school culture, minimize distractions in classrooms and recognize the many leaders in our school. It also allows the administration staff to have accurate data and make informed decisions regarding discipline in the school community. YWCP has created and implemented behavioral expectations for conduct both on school property and at school sponsored events/functions. These expectations are built on the premise of PRIDE. PRIDE refers to being prepared, respectful, having integrity, being dedicated and demonstrating excellence. Showing PRIDE is not only an expectation of YWCP staff, but also an absolute necessity for students, parents and guardians in order to reach the goal of college. Equally important is the affect that YWCP expectations will have on your child as they pursue their dreams and aspiration, becoming leaders in the Rochester community and beyond.

The YWCP Board's desire is to clearly define behavioral expectations so that we may promote positivity within our school community as well as help students develop self-discipline and the social and emotional skills they will need to be effective in an ever-changing professional world. To do this it is necessary that



behavior that does not support this goal be addressed and disciplinary action taken when needed.

### **Specific Goals of the YWCP Code of Conduct**

- Reduction of the time students spend outside of the classroom due to in-school and out- of-school suspensions
- Establish and maintain expectations throughout the school with adults who are committed to supporting and enforcing them
- Create spaces within the school that are safe, orderly and foster learning
- Promote positive behavior (PRIDE) and accountability among students and the greater school community
- Develop interventions and consequences that promote self-awareness and are in keeping with the restorative practices utilized

### **Beliefs Regarding Discipline at YWCP School**

The YWCP Mission states “Young Women's College Prep Charter School of Rochester (YWCP) offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High expectations and evidence of concrete results define the students’ academic experience. Educators commit to and thrive upon sharing effective practices within and beyond the school building.

YWCP partners with families and instills in each student a sense of community, responsibility and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders.” In keeping with this mission, YWCP hold to the following beliefs:

- All students have the potential to achieve their goals and are able to improve their behavior when given high expectations that are met with fair and consistent guidance.
- Students benefit from a variety of behavioral interventions to both inform and improve socially, emotionally and academically.
- Students thrive when given consistent expectations and follow through with consequences when expectations are not met.
- When necessary in-school and out-of-school suspension may be used to address inappropriate behavior, but restorative practices such as re-entry meetings foster future positive interactions.
- Positive relationships with staff help to build a culture of respect.
- Recognition of positive behavior by staff allows students to strive for PRIDE.
- Effective discipline fosters a positive learning environment.
- Systems model: The PBIS efforts have been focused on ensuring our school has effective and efficient systems in place surrounding the behavior of students. We have set and promoted school-wide behavior expectations, reorganized our data systems to be more useful, reexamined our office discipline referral system, and improving our classroom support system.
- A team-based approach: A PBIS team has been established with representatives from each grade level, administration, and support staff. The PBIS team works to ensure the application of PBIS principles. The team is a resource for all other staff within our building concerning teaching and promoting the desired behavior of students and how to effectively address students’ inappropriate behavior.
- The PBIS team defines with specifics each school-wide expectation for each school setting. Continuous feedback will be taken from the entire staff through the School Based Planning Team



(SBPT).

- Staff members actively teach the expected appropriate social behaviors as they would teach academics.
- Staff members promote desired behaviors through the use of positive reinforcement.
- Data-based approach: The PBIS team uses data to gauge how well the students are doing, and also to measure the impact of our discipline policy and strategies.

## **PBIS at YWCP**

YWCP's PBIS structure is based on the research which is that punishment-based and reactive systems of discipline can: (a) increase the rate of problem behavior; (b) create a negative school climate for both teachers and students; and (c) have negative effects on academic progress of students.

The YWCP PBIS team includes administrators and staff members from all subject areas. The role of the PBIS team is to solicit feedback from all YWCP educators and use it, along with its data, to inform improvement planning. The team supports the implementation of PBIS and provide assistance as requested. Assistance request forms are available from any PBIS team member. Educators should also support PBIS initiatives and YWCP PRIDE in classrooms and across campus.

As a campus we developed the following behavior expectations that apply to all students. All staff should use this language when interacting with students. Students will more readily understand our expectations and engage in these behaviors by having this consensus amongst staff.

### ***Show Your YWCP P.R.I.D.E.***

#### **Always be Prepared, Respectful, have Integrity, be Dedicated & strive for Excellence**

Each of these expectations have been behaviorally defined for various areas of the school. For example, "respecting others" looks like keeping your hands and feet to yourself in the halls and like allowing individuals to express themselves without criticism or interruption in the classroom. Below is an excerpt of the PBIS expectation matrix. We use these examples when we teach the expectation to students at the beginning of each year, and all staff should use this language when prompting and reinforcing students throughout the school year. The more students hear consistent language across staff the more likely they are to learn these behaviors.

Excerpt from PRIDE Behavior expectation matrix:

	<b>Classrooms</b>
<b><u>Prepared</u></b>	Be ready to learn and believe in yourself Have all expected materials Know specific classroom expectations Be in uniform
<b><u>Respect</u></b>	Follow directions the first time they are given Pay attention Return borrowed materials Only touch items that belong to you Handle equipment/furniture with care Clean up after yourself Listen to what others have to say (One mic!) Use manners, kind words and actions Keep food and drink out of classrooms (except water) Use appropriate voice levels and language



	Avoid storing personal items/school materials in desks
<b><u>Integrity</u></b>	Get help if you need it Try your best Be supportive and encourage others Actively listen and participate in class Accept redirection and consequences
<b><u>Dedicated &amp; Excellence</u></b>	Show integrity and honesty Produce quality work Be an active participant Work hard and be proud Be resilient; Learn from your failures Replace “I don’t know” with “I will try”

## **YWCP Partnership with Families**

At YWCP, our entire community strives to serve our students by involving families as meaningful members of our school community. Parents are the first teachers for children and are essential partners in meeting the students’ academic, social, and emotional goals. We value YWCP parents and strive to continuously seek parental input in meaningful and productive ways so that we can provide the best possible educational experience for our students.

Parents are encouraged to visit our school, attend board meetings, serve on committees, engage in shared decision making via our School Based Planning Team, and support the academic and social life of the school. A PTSA has been established to provide family voice and act as facilitators for engaging YWCP parents as partners in their child’s education.

## **YWCP Parent Visitation Policy**

At YWCP, our entire community strives to serve our students by involving families as meaningful members of our school community. Parents are the first teachers for children and will be essential partners with the school in meeting the students’ academic, social, and emotional goals. We value parents and strive to continuously seek parental input in meaningful, earnest ways so that we can provide an education that will help our students meet their goals.

Parents are encouraged to visit our school to support instruction in the classroom. To ensure that instruction remains at the highest level, we ask that parents and guardians follow the guidelines below when wishing to visit classes at YWCP during the school day.

### **Classroom Visit Guidelines:**

*To Schedule a Classroom Visit*

1. Visitors must give 48 hours’ notice to the main office (Ms. Sanders). Ms. Sanders will communicate



with the administrator to ensure a visitation is possible.

2. Visitors must be listed in the demographics data of the student in question in PowerSchool (our school information system) as a parent or guardian.
  - a. Individuals listed as an emergency contact for any girl may visit with written permission from the guardian. Written permission must be obtained for each visit.
  - b. At any point in time school officials may deem a person who is not listed as a legal guardian as unable to visit classes.

#### *During the Classroom Visit*

1. Once a visit has been scheduled, the visitor must sign in at the main office.
2. We ask that visitors silence their cell phones and put them away during the duration of your visit. Cell phones are distractions to the educational process.
3. Visitors will be escorted to the classroom by a school official.
4. When entering the classroom, please enter quietly and sit where the teacher has indicated appropriate for the lesson. Please do not communicate with any girls including your own child.

Save any questions or concerns for the teachers until an appropriate time after class. Keep in mind that questions or concerns for the teacher might need to happen through email or phone at the end of the day, if after class does not work due to the teacher's schedule.

## **YWCP Commitments as Partners in Education**

### **Student's Commitment to their Education**

Together as partners in education, students pledge to consistently uphold the YWCP Mission and Vision as they work to become leaders at Young Women's College Prep. They work to uphold the values of community by exhibiting PRIDE and behaving responsibly and ethically. Students agree to stand by all school policies to ensure that they can learn and grow in a safe and positive school learning environment. YWCP students understand that daily attendance, completion of assignments and being a positive member of the school community will support their growth and development. In the event that redirection is needed for behavior, students take responsibility.

They work to achieve excellence in and out of the classroom and develop the skills necessary to consistently lead in a positive manner. YWCP students know that they are college bound, and that their actions impact their future.





## **Compact for Families**

Together as partners in education, parents/guardians pledge their support and consistent guidance of their child as she grows as a leader at Young Women's College Prep. Parents agree to uphold the values of community, responsibility, and ethical behavior and to stand by all school policies to assure that their daughter can learn and grow in a safe and positive school learning environment. Parents and guardians understand that daily attendance, completion of assignments, maintaining informed and current communication with the school staff, attending all school-sponsored curriculum meetings, conferences, and presentations, will support her growth and development. Parents will support the school as a partner. In the event that their child engages in behaviors that are not in alignment with the YWCP Code of Conduct, they agree to support any appropriate disciplinary consequences for such behaviors. Parents further agree to support their daughter in her endeavors to achieve excellence in and out of the classroom, helping her develop the strong voice she will need to be a leader.

## **Compact for Teachers/Staff**

Together as a partner in education, YWCP teachers and staff pledge their support and consistent guidance of each student as she grows as a leader. Teachers and staff pledge to uphold the values of community, responsibility, and ethical behavior helping students show their PRIDE daily.

Additionally, they stand by all school policies to assure that all students can learn and grow in a safe and positive school learning environment. They understand that daily attendance, preparing engaging, meaningful learning experiences, maintaining informed and current communication with students and families, attending school-sponsored curriculum meetings, conferences, and presentations, support the growth and development of students, preparing them for college.

Teachers and staff agree to support the school as a partner by teaching and guiding students and serving as a trusted advisor. They will work to support each young woman in their care in her endeavors to achieve excellence in and out of the classroom, helping her develop the strong voice she will need to be a leader.

## **YWCP Student Rights and Responsibilities**

### **Student Rights**

YWCP and the YWCP Board is committed to protecting the rights of their students under state and federal law. As such all YWCP students have the right to the following:

- To attend school and receive a free and appropriate education until age 21 as per educational law
- To be given a quality education in a safe school environment that promotes learning
- To be treated fairly and with dignity by school staff and their peers
- To share their opinions verbally or in writing in an appropriate and professionally
- To participate in all YWCP activities regardless of race, color, weight, nationality, religious practice, disability or sexual orientation
- To share their perception of relevant information with regard to disciplinary action taken by the school in the event that consequences are imposed
- To have access information and/or resources regarding drug and alcohol or any abuse that they may experience
- To be protected from any act of intimidation, harassment or discrimination as outlined by the New York State DASA legislation (Dignity for All Students Act) and federal legislation

**To be afforded due process by:**



- Being provided with the YWCP Code of Conduct as well as the YWCP Student/Family Handbook outlining the rules and expectations of the school that all students and staff are aware of and have access to
- Having the ability to access to all pertinent state and federal laws affecting their education and student rights
- Being informed of YWCP's school expectations and the consequences related to breaking those expectations
- Receiving coaching and counseling from trained YWCP staff related to behavior that negatively affects their education as well as their social and emotional growth
- Ability to voice their concerns appropriately when receiving disciplinary action such as removal from class, suspension from classes or school is recommended
- Access to appeal procedures for disciplinary actions and decisions of school officials
- Tiered approach to discipline
- Accompaniment of a parent/guardian at conferences or hearings related to discipline
- Access to restorative practice programs and interventions
- Communication with a parent/guardian in any situation that requires police involvement when the student is under the age of 16

**To participate in opportunities such as:**

- Active participation in the educational learning process
- Exhibit leadership by serving on student leadership bodies such as the YWCP Student Council, Advisory Committee, school academic or athletic teams, clubs, event committees and bodies that make decisions regarding school life
- Participate in programs that support YWCP restorative practice initiatives such as the YWCP Peer Mediator Program or the YWCP Peer Jury
- Work with YWCP staff to create programs or clubs that address the needs or interests of students

## **YWCP Student Responsibilities and Expectations**

As a member of the Young Women's College Prep school and community you are responsible for adhering to certain expectations. All students have the responsibility to maintain a safe and orderly school environment conducive to learning and respectful of all the people and their property. School is a safe place where students learn that they are responsible for their actions. These responsibilities include (but are not limited to):

- Attending school every day on time and remaining in school for the full school.
- Making up any missed work resulting from any absence (excused or unexcused).
- Adhering to the YWCP Uniform Expectations (See page 16-17).
- Working to your ability and completing quality work in all of your courses.
- Preparing for success by having the materials you need, maintaining openness and positivity, seeking help when faced with challenges and having an attitude focused on learning.
- Accepting direction or redirections and support from YWCP staff.
- Acting respectfully and treating others with the same respect.
- Sharing your thoughts, ideas and opinions in a courteous and productive.
- Using a tone of voice and exhibiting appropriate body language.
- Listening when being spoken to.
- Respecting the personal space of others and keeping your hands to yourself.
- Showing PRIDE by using self-discipline, acting responsibly, being truthful, following school rules and expectations outlined in the YWCP Code of Conduct.
- Maintaining a safe and productive school community.



- Showing respect to staff and peers and their property.
- Exhibiting PRIDE when in the Rochester community and representing yourself in a respectful manner as a member of YWCP.
- Utilizing the school's technology according to the YWCP Technology and Computing Policy (Attachment).
- Using the internet for academic purposes only.
- Turning in your cell phone and electronic devices as required by Young Women's College Prep's Cellphone and Electronics Policy (See page 14).
- Accepting consequences when a violation of the school's expectations occurs.
- Participating in the restorative practice utilized by the school.
- Maintaining a school community free from violence, intimidation, bullying, harassment or discrimination.
- Making efforts daily to improve and grow academically, socially and emotionally.

## **Safety and Security at YWCP**

YWCP contracts with a private security company to provide security personnel to ensure and support a safe environment and to assist with concerns linked to community members. The security guard monitors the perimeter during arrival and dismissal and he/she also monitors visitors as they enter and exit the building.

YWCP works with the security guard assigned to the school to implement a random scanning process for students at arrival. The system was implemented to continue to deter prohibited materials and help the girls of YWCP feel safe while at school. School administration has received positive feedback from parents regarding the addition of school security and security procedures that were put in place.

Your daughter may be selected to be randomly scanned from time to time. The scanning will be done via a handheld scanning wand and in the least intrusive manner as possible. The hand-held detector is used to detect the presence of metal on a person. Students are asked to remove outerwear and unzip school uniform items that have zippers in order to avoid false detections.

The detector is moved closely over but not touching various zones of the body in a wand-like motion, and registers an audible alarm when metal is detected. In the event that this occurs, follow-up measures will be taken. The wand will identify not only weapons but other objects that are not permitted in our building. The items listed below are not exhaustive and additional items may be prohibited at the discretion of the YWCP Principal and administration. Please note that prohibited items will be confiscated and students who bring these items to school may receive consequences. Be sure to review prohibited items with your child to ensure the safety of all students. Prohibited items include but are not limited to:

- Weapons of any kind including pocket knives, metal nail files, screw drivers, large scissors or any other sharp/dangerous items.
- Explosives such as firecrackers, stink bombs etc. or any incendiary items such as lighters or matches.
- Narcotics or illegal substances, drugs (over the counter or prescribed), tobacco of any kind including cigarettes and cigars or electronic cigarettes.
- Sprays, perfumes or any aerosol containers.
- Sharpies or any other type of permanent markers.
- Padlocks or combination locks (Locks for both Physical Education and student lockers are provided for every student).
- Rattail combs or any combs that have metal attachments.
- Glass of any kind including glass bottles, cups or dishes.
- Metal cans with removable lids.



- Gambling items such as playing cards or dice.

Items not considered dangerous can be retrieved by students at the end of each school day as part of the dismissal process and is the responsibility of the student. YWCP is not responsible for confiscated items that become lost or stolen.

## **YWCP and DASA (Dignity for All Students Act)**

Students at Young Women's College Prep are not permitted to participate in bullying or harassment of any students as outlined by NYS DASA legislation. This behavior includes purposeful and aggressive behavior harassment/verbal attacks on others. This harassment may include name calling, making threats against an individual, or attempting to intimidate someone verbally or physically. DASA legislation specifically protects students from bullying/harassment based on membership in groups such as race, weight, sex, sexual orientation and religion. To ensure that the DASA legislation is appropriately adhered to, YWCP has a Dignity Act Coordinator. This staff member has received NYS DASA training and has been appointed to work in concert with YWCP staff to assist in the investigation of any acts of bullying, intimidation or harassment due to the designations discussed above. Responses to acts that fall under DASA legislation will be subject to consequences.

## **YWCP as a Restorative Justice School Community**

Since Young Women's College PREP opened in 2012, there has been a partnership with an organization called Partners in Restorative Practices (PIRI) in previous years to assist in the incorporation of restorative practice into school life. During the 2014-15 school year YWCP worked to further enhance restorative practice. The focus of the practices last year continued, as in previous years, in that they worked to serve to prevent conflicts by creating opportunities for students to learn effective communication skills and build relationships with peers. This work greatly affects our school culture allowing for a more positive learning environment.

Additionally, YWCP worked to increase restorative practices to prevent and address harm caused to members of the community. The school has continued the use of Peace Circles which are facilitated by our counselors to resolve conflict. Additionally we worked with PIRI to train and utilize peer mediators. Students, after consulting with administration or a school counselor, choose which type of resolution tool they want to use. This gives students a voice and a level of accountability in the process. YWCP also uses agreements after these meetings so that involved parties acknowledge and respect the agreements made. As the school grows, plans have been discussed to add programs such as peer jury and peer mentors.

The partnership with PIRI has continued and it has been developed even further. PIRI has been involved in helping the students take on more leadership roles when dealing with conflict. PIRI has also supported and continues to support acknowledging leadership in academics through the support of academic celebrations.

## **Plagiarism and Academic Cheating at YWCP**

Plagiarism (the presentation of another's work as your own) is considered a cause for expulsion from academic programs in colleges and universities. At YWCP, students who engage in this unethical behavior, taking others work or sharing one's own work with other students for publication or otherwise, whether intentional or unintentional, will receive appropriate disciplinary consequences.

## **Prohibited Substances**

YWCP prohibits smoking or the possession of cigarettes, cigars, pipes, e-cigarettes, chewing



tobacco, nicotine gum or alcoholic beverages on school grounds or at school sponsored events. Additionally YWCP prohibits students from being under the influence or possession of illegal substances including but not limited to alcohol, inhalants, marijuana, synthetics or over the counter or prescription drugs even if prescribed by a physician. All over the counter or prescription medications must be prescribed by a physician and in the possession of the school nurse who will disseminate the medications as required. Please contact the nurse regarding any additional questions regarding this policy.

## **Cell Phone/Electronic Devices**

Cellular phones and the use of other electronic devices are not permitted at school. YWCP staff, however, recognizes the need for students to have cell phones to and from school for safety and security reasons. If parents desire students to bring electronic devices to school please be aware that YWCP will not be responsible for any lost or stolen items. Students who must bring a cellular phone to school must adhere to the following process:

- All electronic devices will be turned in to the appropriate staff member upon entering the building
- Devices will be tagged and stored in a secure location during the school day
- Electronic devices will be returned to students at the end of the school day with the appropriate identification (ex. bus pass)

Students who violate the YWCP Cell Phone/Electronic Devices Policy will have their devices confiscated and face possible consequences. Confiscated cell phones/devices will only be returned to a parent or guardian who retrieves the item(s) in person during regular school hours.

## **YWCP Attendance Policy**

Because Young Women's College Prep is committed to improving student achievement, we are concerned when a child misses school for any reason. Frequent absences affect your child's learning and social opportunities. Regular school attendance promotes school success and is required by New York State Compulsory Attendance Law (Section 3205). In many cases, absences from school are unavoidable due to health issues or other circumstances. However, chronic absenteeism, missing 10% or more of school, can have a drastic impact on your child's education. Research shows that school attendance can predict graduation even better than test scores. Often, the number of days that students are absent accumulates without parents realizing how many days have been missed. It is the hope of YWCP to work with families to improve their child's attendance. To do so, YWCP has a system in place to address absenteeism. It is as follows:

- Five days absent: Five Day Postcard
- Ten days absent: Ten Day Letter and communication with family
- Twenty days absent: Twenty Day Letter and appointment with the grade specific Assistant Principal
- Thirty days absent: Thirty Day Letter and mandatory appointment with Principal and Assistant Principal (Grade specific)

Please note that students who do not meet YWCP attendance requirements may be excluded from school sponsored activities such as participation on sports teams or other extracurricular clubs, field trips, dances and other school sponsored events.

## **Returning to School following an Medical Emergency**

Your daughter's health and wellness are important to us at YWCP. In the event that your daughter experiences a medical emergency at school in which she was picked up by you or your representative or transported via emergency responders she will need medical clearance from a physician to return to school.



Please be sure to include any special accommodations that your child may need in accordance with the physician's recommendation(s) with your medical clearance. Students who do not return to school with clearance from their doctor or medical provider will not be permitted to attend classes. Please communicate any questions or concerns regarding this policy with the school nurse.

## **Early Dismissal Policy**

Early dismissals create a disruption in class. The student leaving loses instruction and the class is interrupted due to the student's departure. Monday through Thursday, the YWCP school day ends at 3:30. Dismissal begins at approximately 3:22 to allow for cell phone distribution. As we continue to support positive attendance for the entire school the please adhere to the following:

- In order to maximize your daughter's instructional time, please refrain from signing your child out during the last 45 minutes of the school day. Once the dismissal process has started, no phone calls will be made to classrooms, even during individual emergencies. Parents/ Guardians will have to wait until after dismissal.
- Please communicate with your child how she is getting home before coming to school. Students should not be using school phones unless there is an emergency. Phone calls are not to be made during the last period of the day. Once we have reached the last 45 minutes of the day, young ladies will have to wait until they receive their cell phones back after dismissal to make calls.
- When a student must leave school early for an appointment, parents must submit a written request for early dismissal and this must be presented to the Main Office at the start of the school day. The written request must include the reason for the dismissal, the date and time the child is to leave school, how the child is to leave (e.g., if he or she will be picked up, and by whom or if the student will be taking the RTS bus), and a parent contact telephone number. School staff will call the parent/guardian to confirm any early dismissal request.

## **Uniform Policy**

A sense of community and belonging is reflected in the YWCP uniform. The uniform serves to unify our community and to minimize distractions from our academic mission and vision. Parents and students are asked to support the uniform policy.

YWCP Charter School expects every student to wear their uniform every day, door to door. This means you arrive at school in full uniform and exit the school in full uniform.

### **Tops:**

- YWCP collared shirt with crest logo visible at all times
- YWCP white golf shirt (collared, short or long sleeve) with crest logo
- YWCP hunter/forest green golf shirt (collared, short or long sleeve) with crest logo
- White oxford shirt (button down, short or long sleeve) with school color(s) (solid) neck scarf or tie (hunter green and or gold)
- YWCP items with crest logos such as sweater vest, cardigans, fleece jackets, and hoodie must be worn with a collared shirt, YWCP white golf shirt, or white oxford shirt underneath. YWCP Physical Education Uniform shirts are not permitted to be worn underneath uniform tops.
- Plain hunter green hoodies can be worn with a collared shirt, YWCP white golf shirt, or white oxford shirt underneath
- Students may add a plain white shirt under their collared uniform shirts. Undershirts must be plain white and can be short-sleeved, long sleeved or turtleneck.
- Students may only wear YWCP track suit jackets and or pants on Fridays or during PE class. YWCP tracksuit jackets must be worn with a collared shirt or with the YWCP physical education t-shirt underneath



- Undergarments must not be visible.

#### **Bottoms/ Tights:**

- Khaki/tan cotton twill skirt with pleats
- Khaki/tan cotton twill pant
- Khaki/tan cotton twill skirts or shorts – finger-tip length or longer (standing, arms extended straight down; finger tips must not touch skin or tights/ leggings)
- YWCP plaid Skirt – finger-tip length or longer
- YWCP Track suit pants may only be worn on Fridays or during PE Class
- YWCP Gym shorts may only be worn during PE class. PE shorts are never permitted outside of PE.
- Undergarments must not be visible.
- Tights or leggings under skirts or shorts must be plain (no patterns) and only be hunter green, white, tan, or black.

#### **Footwear:**

Appropriate footwear must be worn at all times. Footwear that is a safety hazard will not be allowed. Inappropriate shoes include, but are not limited to: flip flops, slides and house slippers.

#### **Friday Dress Code:**

- YWCP tracksuit jacket with physical education t-shirt underneath
- YWCP Tracksuit pants
- Accredited college T-shirt or sweatshirt
- YWCP School sponsored shirts such as club/athletics, field trip, Day of Caring or Washington D.C T-shirts/sweatshirts etc.

Expectations for bottoms and footwear remain the same on Fridays. Tops cannot have been altered in any way, this includes but is not limited to tie-dying and rips. The college name must be prominently featured on the clothing item.

#### **Notes:**

- Uniform clothing must not be altered by cutting or ripping
- Outerwear (jackets, hats, gloves) must be stored in assigned lockers during school hours
- Students are not permitted to bring blankets to school
- Clothing and accessories cannot promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities
- No name brand markings can be visible on any uniform item
- Headphones are not permitted to be worn during the school day
- Beanies, bandanas, headscarves and hats are not permitted.
- **New-** Headbands or scarves larger than one inch in width are not permitted. Students who are wearing an item larger than one inch will be asked to either adjust or remove the item. Students who repeatedly violate this expectation will face disciplinary action
- Documentation is required for head coverings that need to be worn for religious requirements or medical reasons. Please see your child's administrator for details.

#### **Senior (12th Grade) Uniform Additions:**

- Students who earn the status of Senior will be given uniform items specific to being a senior throughout the year. It will be communicated what the specific requirements are for earning and



wearing these items as well as which days of the week each item may be worn as they are distributed. These items can only be earned by meeting specific requirements. They cannot be purchased.

## Discipline Policy

YWCP works to ensure that discipline is effective by dealing with problems as they occur in a fair and impartial way. In the event that discipline is needed, it is done so in way that is aligned with the restorative practices that are a core principle of the school. Discipline at YWCP is done using a progressive discipline model. This means that disciplinary action generally grows and is contingent upon past behavior. These actions also strive to address and prevent the behavior from reoccurring. Some interventions may include:

- Opportunities for students to be removed from situations and given the opportunity to reflect on the behavior that has caused a consequence
- Times when behavioral supports such as assessments or evaluations are suggested to better help students manage behaviors that violate YWCP expectations.
- Counseling with YWCP staff to discuss goals and interventions to address problematic behaviors
- Use of restorative programs such as Peer Mediation or Peace Circles to assist students in working through conflict and avoiding behaviors that have resulted in consequences
- Parent/guardian conferences with teams and administration to discuss behavior seen and create plans to address the behavior
- Mandated student counseling and parent education courses when applicable to address student behavior and performance
- Removal of a student from classes or periods, suspension from classes or school suspension as allowed by New York State educational law.

The following chart outlines YWCP’s guidelines for imposing disciplinary actions for specific forms of misconduct. The penalties in this chart are not mandatory. YWCP has the discretion to impose the penalties it deems appropriate based on the circumstances of the misconduct and the student’s past disciplinary record.

<b><u>Behavior – Violation</u></b>	<b><u>Penalty (one or more of the following)</u></b>
Plagiarism and academic cheating	counseling, zero-score, in school suspension (ISS), out of school suspension (OSS)(longer than ten days), expulsion
Use, possession or sale of alcohol, tobacco, non-prescribed medical inhalers or any other drugs	ISS, OSS, expulsion
Possession of cell phone/electronic devices	confiscation of devices, counseling, detention
Violation of Attendance Policy	Five days absent: Five Day Postcard; Ten days absent: Ten Day Letter and communication with family; Twenty days absent: Twenty Day Letter and appointment with the grade specific Assistant Principal; Thirty days absent: Thirty Day Letter and mandatory appointment with Principal and Assistant Principal (Grade specific)
Violation of Uniform Policy	counseling, removal to alternative instruction,



	ISS, OSS
Inappropriate language/gestures	counseling, removal to alternative education setting, ISS, OSS
Physical horseplay	counseling, removal to alternative education setting, ISS, OSS
Fighting	ISS, OSS
Threat(s) of physical violence	counseling, ISS, OSS
Bullying/harassment	counseling, ISS, OSS
Physical and/or sexual contact/behavior	counseling, ISS, OSS
Theft/vandalism	counseling, ISS, OSS
Inappropriate behavior	counseling, removal to alternative education setting, ISS, OSS
Insubordination/disrespect	counseling, ISS, OSS

### **Minimum Periods of Suspension for Certain Offenses**

- Any student found guilty of bringing a weapon onto YWCP property will be subject to suspension from school for at least one calendar year. Any student found guilty of bringing a weapon to school will be referred by YWCP to law enforcement. Before being suspended, the student will have an opportunity for a hearing. The Principal has the authority to modify the one-year suspension on a case-by-case basis.
- Any student who is found to have committed a violent act, other than bringing a weapon onto YWCP property, may be subject to suspension from school for at least five days.
- Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. The Principal has the authority to modify the minimum five-day suspension on a case-by-case basis.

### **Discipline Procedures at YWCP**

The amount of due process that a student is entitled to receive before a penalty is imposed depends upon the alleged infraction. In all cases YWCP will inform the student of the alleged misconduct and will investigate, to the extent necessary, the facts surrounding the alleged misconduct.

#### **Procedures and Due Process for Disciplinary Action: In-School Suspension**

The Principal, or his/her designee, is authorized to place students who would otherwise be suspended from school as a result of Code of Conduct violation in "in-school suspension." A student subjected to in-school suspension is not entitled to a full hearing. The student and the student's parent will be provided with a reasonable opportunity for an information conference with the Principal, or his/her designee to discuss the conduct and the penalty involved.

#### **Procedures and Due Process for Disciplinary Action: Short-Term Suspension**

If a student commits an offense that calls for a short-term suspension, 10 days or less, the student is no hearing is held, but the student and parents are afforded notification of the offense in writing and an



opportunity to discuss the behavior with the principal.

When the Principal, or his/her designee (collectively, the “Principal”) proposes to suspend a student charged with misconduct for 10 days or less, the student will be notified orally immediately. If the student denies the misconduct, the Principal must provide an explanation of the basis for the proposed suspension. The student’s parents will also be notified in writing that the student may be suspended from school. The written notice will be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address of the parents. Where possible, YWCP will attempt to provide notice telephonically to the student’s parents.

The notice provided to the student’s parents will provide a description of the charges against the student and the incident for which suspension is proposed and shall notify the parents of the right to request an immediately informal conference with the Principal. The notice and opportunity for an informal conference will take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. In such circumstances, the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practical.

After the conference, the Principal will advise the parents in writing of his/her decision. The Principal shall advise the parents that if they are not satisfied with the decision they must file a written appeal to the Board of Trustees within 10 days of the Principal’s decision.

### **Procedures and Due Process for Disciplinary Action: Long-Term Suspension**

If a student commits an offense that calls for a long-term suspension, more than 10 days, the student is afforded such due process rights as required by law.

When the Principal determines that a suspension for more than 10 days in one school year may be warranted, he/she shall give reasonable notice to the student and the student’s parents of their right to a fair hearing. The notice shall provide the student with a description of the charges against the student and an explanation of the basis for the suspension.

At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him/her and the right to present witnesses and other evidence on his/her behalf.

The Principal shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing will be maintained, but no stenographic transcript may be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline. The report of the hearing officer shall be advisory only, and the Principal may accept all or any part thereof.

An appeal of the decision of the Principal may be made to the Board of Trustees, who will make its decision based solely upon the record before it. All appeals to the Board of Trustees must be in writing and submitted within 10 days of the date of the Principal’s decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board of Trustees may adopt in whole or in part the decision of the Principal. Final decisions of the Board of Trustees may be appealed to the Commissioner of Education within 30 days of the Board of Trustees’ decision.

### **Alternative Instruction**

To the extent required by law, YWCP will provide alternative instruction to a student of compulsory attendance age who is suspended from school and to a student of compulsory attendance age who has been



recommended for expulsion while awaiting a determination as soon as practicable. The location of such alternative instruction can be at a reasonable location and time at YWCP's choosing.

### **Discipline of Students with Disabilities**

Students with individual education plans ("IEP's) are expected to follow the Code of Conduct. If a student with an IEP or a student who is suspected of having a disability violates the Code of Conduct and is being considered for a suspension or removal that constitutes a disciplinary change of placement (i.e. removal for more than 10 consecutive days or a series of removals that in the aggregate total more than 10 school days) a manifestation team meeting must be convened. If the student's IEP has disciplinary procedures within the IEP, those procedures will be followed, otherwise, these procedures will be used.

### **Manifestation Team**

The City School District of Rochester or, if a student is not a resident of Rochester, the student's district of residence is in charge of manifest determinations in instances where there is a change in placement for a student with an IEP. This process reviews the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability. YWCP will immediately request a manifestation team meeting, but the district of the student's residence controls the timing. The student will remain in school until a manifestation determination is made.

The parent will receive written notification from the district before any manifestation team meeting to ensure that the parent has an opportunity to attend. The district notification should inform the parent of:

- The purpose of the meeting.
- The names of the individuals expected to attend.
- His or her right to have relevant members of the committee on special education participate at the parent's request.

### **Finding of Manifestation**

If the manifestation team determines that the conduct was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of YWCP's failure to implement the IEP:

- A functional behavioral assessment may be conducted, and a behavioral intervention plan may be implemented for the student; and
- Except for removals for drugs, weapons or serious bodily injury pursuant to section 201.7 of the Regulations of the Commissioner of Education, the student must be returned to the placement from which the student was removed, unless the parent and YWCP agree to a change of placement as part of the modification of the behavioral intervention plan.

A student with a disability may be removed from class to an interim alternative educational setting (IAES) for illegal drugs, controlled substances, weapons and serious bodily injury for up to 45 school days regardless of the manifestation determination.

A student with a disability who has been suspended or removed for a period of 10 consecutive school days (or a series of removals that in the aggregate total more than 10 school days) in a school year, must be provided with educational services in an interim alternative educational setting (IAES), that enables the student to:

- Continue to participate in the general education curriculum;
- Progress toward meeting the goals set out in the student's IEP and;
- Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur.



If a parent requests an impartial hearing or an appeal regarding the change in placement for his or her child to an interim alternative educational setting or the manifestation determination, the student must remain in his or her interim alternative educational setting pending the decision of the hearing officer or until expiration of the time period of the removal, whichever occurs first, unless the parents and YWCP agree otherwise.

### **No Finding of Manifestation**

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent to request a hearing objecting to the manifestation determination.

### **Provision of Services Regardless of the Manifestation Determination**

Regardless of the manifestation determination, for subsequent suspensions or removals for 10 consecutive school days or less that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change of placement, and for suspensions or other disciplinary removals in excess of 10 school days in a school year which do constitute a disciplinary change in placement for behavior, YWCP shall determine the services to be provided to students with a disability necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP, and shall conduct or provide, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur.

### **Interim Alternative Educational Setting (IAES)**

Students with disabilities who have been suspended or removed from their current placement for more than 10 school days may, be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

The Board of Trustees will review and update this Code of Conduct as necessary.