

YOUNG WOMEN'S COLLEGE PREP CODE OF CONDUCT



"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."

www.youngwomenscollegeprep.org

WELCOME TO OUR SCHOOL



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.

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I. INTRODUCTION

A. Purpose of our school's code of conduct

Young Women's College Prep and the YWCP Board are dedicated to fostering an environment that prepares students for college. Achieving this goal requires maintaining a safe and orderly school climate where staff can teach without undue distraction. Responsible behavior from all individuals involved is crucial. Students and their parents/guardians play a vital role in achieving enrollment and graduation goals, particularly in the context of college preparation. The YWCP Code of Conduct serves as a necessary guide for all stakeholders, outlining behavioral expectations and consequences. This framework is essential for shaping our school culture and ensuring we meet our educational objectives effectively.

The YWCP Board aims to establish clear behavioral expectations to foster a positive school community and cultivate students' self-discipline, as well as their social and emotional skills necessary for success in a dynamic professional environment. Addressing behaviors that do not align with these goals and implementing disciplinary actions when necessary are essential steps in achieving this vision.

B. Goals for school climate and culture:

1. Reduce student classroom time lost to both in-school and out-of-school suspensions.
2. Ensure consistent expectations across the school, supported and enforced by dedicated adults.
3. Establish safe, orderly learning environments throughout the school.
4. Foster positive behavior and accountability among students and the broader school community.
5. Implement interventions and consequences that encourage self-awareness, aligned with restorative practices.

C. Core Values

YWCP Core Values

Integrity: Through a process of reflection and self awareness we act and work with respect, honesty, and accountability to ourselves and the community.

Community: A welcoming environment, where all members feel supported, a sense of acceptance and belonging, while celebrating strengths and diversity.

Collaboration: As a community, work towards a shared vision and positive outcomes, creating a culture based on trust, respect, and mutual accountability.

Perseverance + Growth: Embrace new challenges with curiosity and though in a way that encourages increased understanding and development as well as the ability to work through challenges with passion, courage, and dedication as we move towards our goals.

D. Where the YWCP Code of Conduct Applies:

School Premises: includes classrooms, hallways, cafeterias, playgrounds, gymnasiums, and any other physical locations owned or operated by the school.

School Events: school events such as sports games, dances, field trips, and assemblies, whether they are held on or off school grounds.

Transportation: school-provided transportation, such as buses or vans used for field trips or daily commutes.

Virtual Spaces: behavior in virtual spaces associated with the school, such as online classrooms, forums, or social media platforms used for educational purposes.

Off-Campus Activities: off-campus, if it affects the school environment or if the behavior is related to school functions or representations (such as representing the school in competitions or events).

School-Sponsored Programs: extracurricular activities, clubs, and any programs directly sponsored or supervised by the school, even if they occur off-campus.

****Please note that the YWCP code of conduct may also apply to behaviors or incidents occurring off-campus and outside of school hours if they reasonably affect the educational process or pose risks to the health, safety, or welfare of the school community.**

E. Acknowledgement

To ensure a shared understanding and commitment to our school's values and expectations, all stakeholders are required to acknowledge the YWCP Code of Conduct by either a digital (ParentSquare) or hard copy signature. This acknowledgment signifies agreement to uphold our standards of behavior and contribute positively to our school community's educational environment.

Refusal to sign the YWCP Code of Conduct indicates non-acceptance of our school's behavioral expectations and values. Consequently, individuals who decline to sign may face consequences such as a review of their eligibility to participate in school activities, potential disciplinary actions in accordance with school policies, and may limit their involvement in certain school programs or privileges. It is essential for all members of our community to demonstrate their commitment to fostering a safe and respectful learning environment by acknowledging and abiding by our Code of Conduct.

II. RIGHTS AND RESPONSIBILITIES

A. YWCP's responsibility to provide safe and equitable learning environment

At our school, we firmly believe in creating a safe and equitable learning environment for every student. It is our fundamental responsibility to ensure that every individual feels respected, valued, and supported in their educational journey. This philosophy guides us to:

1. **Safety:** We prioritize the physical and emotional safety of all students, staff, and visitors. This includes maintaining secure facilities, promoting conflict resolution strategies, and fostering a culture of mutual respect.
2. **Equity:** We are committed to providing equal opportunities for learning and growth, regardless of background, ability, or identity. This involves eliminating barriers to success, promoting inclusivity, and celebrating diversity within our school community.
3. **Respect:** We uphold a culture where respect for oneself and others is paramount. This encompasses honoring differences, promoting empathy, and discouraging discrimination of any kind.
4. **Support:** We offer comprehensive support systems to meet the diverse needs of our students. This includes academic support, counseling services, and access to resources that promote well-being and success.
5. **Accountability:** We hold ourselves accountable to high standards of conduct and fairness. This involves transparent communication, consistent enforcement of policies, and addressing issues promptly and effectively.

By embracing these principles, we aim to cultivate a learning environment where every student can thrive academically, socially, and emotionally. Our commitment to safety, equity, and respect ensures that each individual has the opportunity to reach their full potential and contribute positively to our school community and beyond.



1. Students:

Students have the right to:	
Integrity, Perseverance and Growth	be afforded a quality education in a school environment that is welcoming, safe and promotes learning.
	high quality rigorous instruction that is culturally responsive and dynamic, including options for accelerated classes
	contact a teacher through Google or ParentSquare to check-in on their own progress.
	access powerschool to check their grades which are updated regularly and in accordance with YWCP teacher expectations.
	equal access to the same educational programs and school activities that all students have regardless of living situation. ☐
	access to the Student Code of Conduct for clarification on what behaviors are considered violations and the various levels of disciplinary responses that match those behaviors.
Community and Collaboration	to report concerns and/or be protected from any act of intimidation, harassment or discrimination based on actual/perceived race, color, weight, national origin, ethnic group, religion/religious practice, sex, gender/gender identity, sexual orientation or disability by employees or students.
	to participate in extracurriculars, student organizations, and athletics if you meet the eligibility requirements set by your school.
	to be respected as an individual and treated equally by others.
	to have your property and material goods treated in a safe and secure manner.
	to share their thoughts, ideas and opinions in an appropriate, courteous and productive manner.
	receive support from an appropriate YWCP staff member, if they feel like they are unable to peacefully resolve an issue on their own. This includes student to student issues and student to staff issues.

****Pregnant & parenting students:**

Pregnant and parenting students should be treated equally alongside other students. Given the unique challenges posed by pregnancy and parenthood, you have the right to receive necessary support from your school to continue your education. You are entitled to discuss your needs with your teacher, principal, or a trusted adult at school to develop a plan utilizing available resources. Collaboration will enable you, your family, and your school to devise solutions that meet your specific requirements.

Student's have the responsibility to:	
Integrity, Perseverance, and Growth	attend school on a consistent basis
	arrive to class on time and prepared
	complete readings and assignments that were missed due to absences
	check their grades through PowerSchool and keep up with coursework
	seek academic assistance when you are not sure about your learning. They can speak to their teacher, a counselor, or another trusted adult
	complete all graduation requirements
	properly maintain and use school issued technologies including computers, phones, keyboards, and smartboards in accordance with theYWCP acceptable use policy (AUP).
	work and collaborate in diverse groupings
	challenge themselves to overcome difficulties
Community and Collaboration	know and comply with school rules and expectations including but not limited to the code of conduct, the Dignity for All Students Act, dress codes, etc.
	respect everyone in the school community and treat others in a manner that you would want to be treated
	express their opinions and ideas in a respectful manner that is not offensive, insulting, and infringing on the rights and security of others
	conduct themselves in a manner that fosters an inclusive environment free from threats, intimidation, harassment, and discrimination
	report and encourage others to report any incidents of intimidation, harassment, or discrimination
	avoid damaging, destroying, or taking property that does not belong to you
	respect other students and staff and not bully or harass others based on their gender, gender identity, gender expression, or sexual orientation
	(if you have social media accounts) it is your responsibility to do your part to make social media a safe space for yourself and your peers. You should never use social media in ways that are hostile, disruptive, or unsafe.
	comply with direct instructions from security and staff
	When you have an issue with another student or even an adult, you are expected to seek help from a trusted adult if you do not feel comfortable arriving at a resolution on your own, in a peaceful way, such as by engaging in a conversation.
	Whether you are a student leader or a student athlete, you have a responsibility to set an example. You must meet all academic, attendance, and behavioral expectations and represent your school positively.



2. Parents:

Parents have the right to:	
Integrity, Perseverance and Growth	Participate in decision-making processes that affect their child, such as developing Individualized Education Programs (IEPs) or disciplinary actions.
	access their child's educational records and review them.
	advocate for their child's educational needs and interests within the school community.
	access support services for their child, such as special education services or counseling.
	file a complaint if they believe their child's rights are being violated or if they have concerns about the school's practices.
Community and Collaboration	receive information about their child's academic progress, attendance, and behavior from the school.
	participate in school activities, events, and parent-teacher conferences in accordance with the YWCP procedures.
	receive communication effectively regarding school policies, programs, and their child's educational needs.
	expect that their child will be treated fairly and without discrimination at school.
	expect that their child will be in a safe and secure learning environment.



Parents have the responsibility to:	
Integrity, Perseverance and Growth	supporting their child's learning at home, ensuring completion of homework, and encouraging a positive attitude towards education.
	ensuring their child attends school regularly and punctually.
	support their child in completing missing assignments and monitoring their academic progress.
Community and Collaboration	promoting good behavior and respect for school rules and policies.
	communicate with teachers and school staff regarding their child's progress, concerns, and any changes at home that may affect their child's learning.
	attend parent-teacher conferences, meetings related to their child's educational needs, and other school meetings as necessary.
	support and comply with school policies and procedures related to attendance, behavior, and academic expectations.
	treat teachers, school staff, and other students in the school community with respect.
	collaborate with the school to address any challenges or concerns that arise regarding their child's education and well-being.

3. Teachers:

Teachers have the right to:	
Integrity, Perseverance and Growth	To create a positive teaching environment with minimal distractions and disruptions.
	Obtain emotional and mental health support through the school.
	Receive support and opportunities for growth through walk throughs, observations, requests, and professional development.
	Walkthroughs, observations, requests, and professional development opportunities that foster growth and development.
	Communicate concerns, suggestions and complaints.
Community and Collaboration	Work in a safe and orderly environment.
	Be treated with respect by everyone, including students, staff, parents/guardians, and administrators.
	Utilize sick and personal time within the school's policy.
	Establish a sense of community in the classroom.
	Enforce policies and rules of the school.
	Clearly communicated roles and responsibilities of all staff.
	Privacy regarding confidential information. This means that personal matters or any information about them should not be discussed or shared without their consent.



Teachers have the responsibility to:	
Integrity, Perseverance, and Growth	provide students with feedback in a timely manner while holding students to classroom expectations and policies.
	address personal biases that may prevent equal treatment of all students in the school or classroom setting.
	promptly report any witnessed incidents of discrimination or harassment to the appropriate administrator.
	implement Tier 1 & 2 interventions while effectively documenting and communicating with the appropriate personnel.
	be punctual, be present and prepared to work during all contract hours.
	maintain professional boundaries with students and seek guidance from the appropriate administrator if you are unsure or believe a boundary has been compromised.
	perform expected teacher duties in accordance with teacher responsibilities, including any additional duties that may be assigned to you.
	keep records of communication, observations, and graded assignments.
	make assignments available to students who are absent, suspended or out of class for any reason.
	attend and actively engage in mandatory professional development sessions.
	evaluate student performance and growth using multiple measures, and modify instruction based on their findings.
	self advocate when support is needed.
Community and Collaboration	Effectively communicate home with parents/guardians in a timely manner and in a language they understand.
	Deliver purposeful and rigorous instruction using impactful and engaging lessons while having structure and routine in the classroom.
	Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
	Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
	Be respectful and courteous to students, parents, and guardians, serving as role models for students.
	Supervise students in classrooms, hallways, and extracurricular activities to ensure a safe and secure learning environment.
	Remain up to date with Board of Education policies, state laws, and administrative regulations, including IDEA. Enforce these standards equitably and consistently.

4. Administrators:

Administrators have the right to:	
Integrity, Perseverance and Growth	Receive support, professional development, and training aligned with our duties and goals.
	Well-defined duties and right to seek out clarification of expectations.
	Prioritize professional responsibilities.
Community and Collaboration	Work in a safe and orderly environment.
	Be treated with respect and dignity.
	To have ideas and concerns heard and respected.
	To be part of a collaborative team.
	Utilize sick and personal time within the school's policy.

Administrators have the responsibility to:	
Integrity, Perseverance and Growth	Act with integrity. This includes responding honestly, holding oneself accountable, and respecting others. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
	Respond promptly to the concerns of teachers, students, and parents in a manner that is accessible and easily understood.
	Ensure discipline policies comply with federal, state, and local education laws
	Provide support and professional development training to school staff to help them support students, including students with disabilities and other special needs.
	Engage in continuous improvement, including participation in ongoing professional learning.
	Ensure fair and equitable application of student management systems.
	To hold students and staff accountable to school policies and expectations.
	Refer students to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary.
	Perform job responsibilities with commitment and promptly seek assistance when encountering challenges in meeting expectations.
	To provide prompt and timely feedback as it pertains to supervisory roles.
	Ensure school goals align with federal, state, and charter guidelines and requirements.

Community and Collaboration	Foster a safe and welcoming environment where community members are supported and belong.
	Cultivate and honor our diversity of strengths and cultures.
	Communicate policies and expectations to all members of the community
	Maintain and encourage a climate of mutual respect and dignity for all
	Maintain respectful and constructive tones in all communication.
	Ensure all stakeholder voices are valued through opportunities to participate in collaborative work.
	Reward and acknowledge the positive impact of staff
	Reward and recognize the positive and appropriate conduct and achievements of students

C. Security guards role in execution of code of conduct

YWCP has security guards on campus to help maintain a safe environment for both students and staff. Our security guards play a pivotal role in maintaining a secure and orderly environment by diligently monitoring and enforcing the code of conduct with fairness and consistency in the best interest of all. They maintain a vigilant presence and approachable demeanor, contributing to a positive atmosphere conducive to learning and personal development for students, staff, and visitors alike. Upholding these standards reinforce the school's commitment to safety, discipline, and community values, thereby enhancing the overall educational experience within our institution.



III. PREVENTION

A. Building and maintaining a positive school climate

At Young Women's College Prep, we are dedicated to fostering a positive and inclusive school climate that supports the well-being and success of all students. Our approach integrates proactive measures within a comprehensive discipline framework to ensure a supportive learning environment for everyone.

B. Prevention supports available to all students

1. Positive Behavior Support

Expectation Setting: Clear, consistent expectations for behavior are communicated regularly to students, staff, and families. These expectations are integrated into the school culture and are reinforced through positive reinforcement.

Recognition Programs: We celebrate and reward positive behavior and academic achievements through various programs, such as "Student of the Month," certificates, and other forms of recognition that encourage a culture of excellence.

2. Social-Emotional Learning (SEL)

Curriculum Integration: SEL is integrated into the curriculum to help students develop skills in self-awareness, self-management, social awareness, relationship building, and responsible decision-making.

Griffin Wellness Center: Access to school counselors and mental health professionals is available for students who need support. Preventive counseling sessions and workshops are offered to address and mitigate potential issues early.

Advisory: A themed curriculum to help build community and personal capacity in the classroom. A continuous place that students lean on creates a safe space where they can share joys, challenges, and triumphs within a sacred, consistent community.

3. Bullying Prevention/Conflict Resolution

Anti-Bullying Policies: We enforce a strict anti-bullying policy and provide training to students, staff, and parents on recognizing, preventing, addressing and documenting bullying behavior.

Peer Mediation: Programs are implemented to help students resolve conflicts amicably with the guidance of trained mediators, fostering a culture of mutual respect.

4. Safety and Security

Emergency Preparedness: Regular drills and training are conducted to ensure that students and staff are prepared for emergency situations, including fire drills, lockdowns, and evacuation procedures.

Campus Safety: Continuous review and enhancement of campus security measures, including surveillance systems and secure access points, help maintain a safe environment.

5. Engaging Families

Family Involvement: We encourage active participation from families in school activities and decision-making processes. Regular communication through newsletters, meetings, and ParentSquare help keep families informed and involved in their child's education.

Support Services: Resources and support through partner agencies are available to families to address challenges they may face, including counseling services, parenting workshops, and community outreach programs. We are constantly making connections with community partners to ensure a comprehensive toolkit of services.

6. Professional Development for Staff

Ongoing Training: Staff members participate in regular professional development sessions focused on classroom management, effective teaching strategies, and techniques for addressing student behavioral issues. At YWCP, staff receive opportunities for professional learning every Friday after school, a full day once a month, as well as ongoing opportunities for asynchronous and synchronous learning through different professional development partners.

Grade Level and Content Area PLCs: Opportunities for staff to collaborate and share best practices ensure a unified approach to prevention and intervention.

7. Health and Wellness Programs

Healthy Lifestyle Promotion: Programs and activities that promote physical health, nutrition, and overall wellness are integrated into the school experience. These include the health fair, community groups, and lunch bunch.

Stress Management: Workshops and resources on stress management and resilience building are provided to help students cope with academic and personal pressures effectively.

Commitment:

Our school community is committed to creating an environment where prevention is prioritized, and every individual feels supported. By implementing these strategies, we aim to proactively address potential issues and foster a positive and productive learning environment for all students.



C. Multi-Tiered Systems of Support (MTSS)

At Young Women's College Prep, the Multi-Tiered Systems of Support (MTSS) is designed to create a structured, equitable, and effective approach to supporting all students' academic, behavioral, and social-emotional needs. The MTSS framework provides a tiered system of interventions that aims to ensure that every student receives the right level of support to succeed.

A. Core Principles:

1. Equity and Inclusion:

All students are provided with equal access to support and resources regardless of their background or individual challenges. Our MTSS practices are inclusive, recognizing and addressing the diverse needs of each student.

2. Data-Driven Decision Making:

Decisions regarding interventions and supports are based on data collected through various assessments and observations. This data helps in identifying student needs, monitoring progress, and adjusting supports accordingly.

3. Collaboration and Communication:

Effective communication and collaboration among educators, families, and students are essential. Our MTSS framework encourages ongoing dialogue to ensure that all stakeholders are involved in the support process.

4. Prevention and Early Intervention:

We emphasize proactive strategies to prevent issues before they escalate. Early intervention is key to addressing academic, behavioral, and social-emotional concerns promptly.

5. Continuous Improvement:

We are committed to the ongoing evaluation and refinement of our MTSS practices to enhance their effectiveness and meet the evolving needs of our students.

Code of Conduct for MTSS:

1. Respect and Dignity:

All interactions within the MTSS framework should be conducted with respect and dignity. Students, staff, and families will treat each other with kindness and understanding, fostering a supportive environment for growth.

2. Responsibility and Accountability:

Everyone involved in MTSS—students, teachers, specialists, and families—has a role in upholding the framework's standards. Staff members are responsible for implementing interventions as designed, while students and families are encouraged to actively participate and engage in the support process.

3. Confidentiality:

Confidentiality is paramount. Information regarding students' progress and needs is shared only with those directly involved in their support, in accordance with privacy regulations and ethical guidelines.

4. Timeliness:

Interventions and support will be implemented in a timely manner. Regular progress monitoring will ensure that adjustments are made swiftly to address changing needs.

5. Consistency:

Consistent application of MTSS practices across all tiers and settings ensures that students receive uniform and fair support. This consistency helps maintain a structured approach to intervention and support.

6. Data Integrity:

Accurate and honest documentation of student data is essential for effective MTSS implementation. All stakeholders must ensure that data is recorded and reported truthfully to inform decisions and interventions.

7. Student-Centered Focus:

The MTSS framework prioritizes the needs and well-being of students. All decisions and actions within MTSS are made with the goal of enhancing student success and fostering a positive learning environment.

8. Ongoing Professional Development:

Staff members are expected to engage in ongoing professional development related to MTSS practices. This ensures that they are equipped with the latest knowledge and skills to effectively support students.

The Code of Conduct for MTSS at Young Women's College Prep serves as a guide to ensure that our multi-tiered system of support is implemented with integrity and effectiveness. By adhering to these principles and expectations, we strive to create an environment where every student can achieve their full potential and thrive academically, behaviorally, and socially.

IV. INTERVENTION & DISCIPLINARY RESPONSES

A. Intervention Responses

At YWCP, our goal is to create a positive and conducive learning environment by addressing potential issues before they escalate. Our proactive intervention strategies include a variety of tools and approaches designed to support students and foster a respectful and orderly school community.

1. Mediation and Conflict Resolution:

Mediation Services: When conflicts arise between students or between students and staff, we offer mediation sessions facilitated by trained staff members. These sessions help students communicate their concerns and find mutually agreeable solutions, promoting understanding and resolution without escalation.

Peer Mediation Programs: We encourage students to participate in peer mediation programs where trained student mediators assist their classmates in resolving conflicts amicably. This approach builds empathy and communication skills among students.

2. Behavior Contracts:

Individual Behavior Contracts: For students displaying recurring behavioral issues, we implement individualized behavior contracts. These agreements outline specific expectations, goals, and consequences for behavior. Both students and parents/guardians are involved in creating and agreeing to the contract, which helps in setting clear behavioral goals and promoting accountability.

Classroom Behavior Contracts: Teachers may use classroom behavior contracts to establish and communicate clear behavioral expectations and rewards for positive behavior. These contracts are reviewed periodically to ensure they are effective and relevant.

3. Electronic Hallway Pass System:

Tracking Movement: We utilize an electronic hallway pass system to monitor student movement throughout the school. This system allows for real-time tracking of when and where students leave the classroom, helping to ensure they are in designated areas and minimizing disruptions.

Approval and Accountability: Students must request electronic passes from their teachers when leaving the classroom for any reason. This system helps maintain accountability and allows teachers to monitor and address any patterns of frequent or unnecessary departures.

4. Preventive Behavior Workshops:

Social-Emotional Learning (SEL): During Advisory, students regularly engage in lessons on social-emotional learning. These lessons are conducted to teach students essential skills such as self-regulation, empathy, and effective communication. These lessons are designed to equip students with the tools needed to manage their emotions and interactions positively.

Character Education Programs: We offer character education programs that focus on core values such as integrity, community, collaboration, and perseverance and growth. These programs help reinforce the school's expectations and encourage positive behavior.

5. Mentorship and Support Systems:

Trusted Adults: Student identified staff member, who provides guidance and support. Mentors help students set personal and academic goals, address any challenges, and promote positive behavior.

Support Groups: We offer support groups for students who may need additional help with issues such as anxiety, stress, or social difficulties. These groups provide a safe space for students to share their experiences and receive support from peers and adults.

6. Early Intervention and Monitoring:

Behavioral Tracking: Teachers and staff use behavioral tracking tools to monitor and document student behavior. Early identification of behavioral patterns allows for timely interventions and support.

Regular Check-Ins: We schedule regular check-ins with students who have been identified as needing additional support. These check-ins help to address any issues proactively and provide an opportunity for students to discuss any concerns they may have.

7. Restorative Conversations:

Purpose and Process: Restorative conversations are a key component of our approach to addressing conflicts and behavioral issues. These conversations are structured to help students understand the impact of their actions, take responsibility, and work towards repairing relationships. They focus on repairing harm and restoring trust rather than solely assigning blame or punishment.

Facilitation: Trained staff members facilitate restorative conversations in a neutral and supportive manner. The process involves all parties affected by the behavior, including the individual who caused harm, those harmed, and any other relevant participants. Through guided dialogue, participants explore the incident, express their feelings, and collaboratively develop a plan for making amends and moving forward.

Follow-Up: After the restorative conversation, follow-up sessions are held to ensure that the agreed-upon actions are implemented and to provide ongoing support. This helps to reinforce positive behavior and prevent recurrence of the issue.

By implementing these proactive intervention strategies, YWCP aims to create a supportive and respectful school environment where students can thrive academically and socially. We are committed to addressing potential issues early and working collaboratively with students, parents, and staff to ensure a positive school experience for everyone.

B. Disciplinary Responses

a. Types of Responses:

We are committed to maintaining a positive and respectful learning environment. When disciplinary issues arise, our goal is to address them in a fair and constructive manner that supports students' growth and learning. The following are the types of disciplinary responses that may be implemented, depending on the severity and nature of the behavior:

1. Verbal Warnings:

- Purpose: Verbal warnings serve as an initial response to minor infractions. They provide an opportunity for immediate correction and are intended to help students understand the behavior that is expected.

- Process: Teachers or staff address the student directly, explaining the behavior that is inappropriate and reminding them of the school's expectations. The warning is documented for future reference if needed.

2. Written Warnings (Behavior Log/Referral):

- Purpose: Written warnings are used when a verbal warning does not lead to improvement or when the behavior is more serious. They formally document the issue and the required changes.

- Process: A written warning is issued, detailing the behavior in question, the consequences of continued infractions, and steps the student needs to take to correct the behavior. Parents/guardians are notified, and the warning is filed in the student's record.

3. Behavior Reflection Activities:

- Purpose: These activities help students reflect on their behavior and understand its impact on others. They are designed to promote self-awareness and accountability.

- Process: Students may be assigned to complete reflection essays, participate in restorative exercises, or engage in structured discussions with a counselor or teacher. These activities aim to reinforce positive behavior and prevent future incidents.

4. Class Removal:

- Purpose: Class removal is implemented when a student's behavior disrupts the learning environment to the extent that it affects the ability of others to learn. It is a temporary measure to address immediate disruptions and provide a space for the student to regain composure.

- Process: The student is removed from the classroom and placed in a designated area, where they can be supervised while they work on regaining control. The student may continue their work under supervision and will return to class once they are ready or they may be removed from the class for up to three days. A follow-up meeting with the student and teacher is conducted to discuss the behavior and develop a plan to prevent future disruptions.

5. In-School Suspension:

- Purpose: In-school suspension is used for significant infractions that disrupt the learning environment but do not warrant out-of-school suspension. It allows students to remain in a controlled setting while continuing their academic work.

- Process: Students are removed from their regular classroom environment and placed in a designated area where they complete their assignments under supervision. During this time, they may also participate in counseling or behavior improvement activities.

6. Out-of-School Suspension:

- Purpose: Out-of-school suspension is reserved for serious violations of the code of conduct that impact the safety or well-being of the school community. It temporarily removes students from the school environment to address behavior and provide time for reflection.

- Process: Students are suspended from attending school for a specified period. During this time, they are expected to complete any missed assignments and may be required to participate in a re-entry conference with school staff and parents/guardians upon their return.

7. Behavioral Contracts:

- Purpose: Behavioral contracts are formal agreements between the student, parents/guardians, and school staff to address ongoing or serious behavioral issues. They outline specific expectations, goals, and consequences for behavior.

- Process: A behavioral contract is developed collaboratively, setting clear and measurable behavior goals and outlining the support and interventions that will be provided. Regular review meetings are held to assess progress and make adjustments as needed.

8. Referral to Support Services:

- Purpose: When behavior issues are related to underlying personal or social challenges, referral to support services provides additional assistance to address these issues.

- Process: Students may be referred to counseling, academic support, or special education services based on their needs. Support services work with students to address the root causes of behavioral issues and promote positive development.



9. Expulsion:

- Purpose: Expulsion is a last resort response for extreme cases where a student's behavior poses a serious threat to the safety and well-being of the school community. It permanently removes the student from the school.
- Process: The expulsion process involves a thorough review, including a hearing to ensure due process. Parents/guardians are involved in the process, and alternative educational options are discussed.

10. Restorative Practices:

- Purpose: Restorative practices focus on repairing harm and restoring relationships affected by misbehavior. They aim to address the impact of the behavior and foster reconciliation.
- Process: Restorative circles or meetings are held with all affected parties to discuss the incident, express feelings, and collaboratively develop a plan to make amends and restore trust.

By implementing these disciplinary responses, YWCP seeks to address behavior issues effectively while supporting students in their personal growth and development. Each response is applied with consideration of the individual circumstances and the overall goal of maintaining a positive and respectful school environment.



b. Interventions and Disciplinary Actions by Violation Level:

These examples illustrate the range of interventions and disciplinary actions that may be applied based on the severity of different violations. However, it is important to note that each incident is unique and may require a tailored response. The actual disciplinary measures implemented will be at the discretion of the appropriate administrator, who will consider the specific circumstances, context, and any relevant factors surrounding the behavior. This approach ensures that responses are both fair and appropriate, providing flexibility to address each situation in a manner that best supports the student's development and maintains a positive school environment.

Level 1: Minor Violations

Examples: Talking out of turn, minor disruptions, dress code violations, tardiness.

Interventions:

- **Verbal Warning:** A teacher or staff member addresses the behavior immediately, explaining why it is inappropriate and reminding the student of the expectations.
- **Behavior Reflection Activities:** The student may be asked to complete a short reflection activity to consider the impact of their behavior.
- **Classroom Discussion:** The teacher may hold a brief discussion with the class about expectations and respectful behavior to prevent future issues.

Disciplinary Actions:

- **Written Warning:** If the behavior persists, a formal written warning is issued to the student and their parents/guardians, outlining the behavior and required changes.
- **Behavior Contracts:** For repeated minor violations, a behavior contract may be implemented to set clear expectations and goals.

Level 2: Moderate Violations

Examples: Frequent disruptions, minor vandalism, cheating on an assignment, inappropriate language.

Interventions:

- **Mediation and Conflict Resolution:** If the violation involves conflicts with others, mediation sessions may be arranged to resolve the issue and foster understanding.
- **Restorative Conversations:** These conversations help the student understand the impact of their actions and work on repairing relationships affected by their behavior.
- **Detention:** A short-term detention may be assigned to provide the student with time to reflect on their behavior.

Disciplinary Actions:

- **In-School Suspension:** For ongoing or more severe moderate violations, the student may be placed in in-school suspension, where they remain in a controlled environment and complete their work under supervision.
- **Behavior Reflection Activities:** More extensive reflection activities or essays may be required to address the behavior and its impact.

Level 3: Serious Violations

Examples: Physical altercations, significant vandalism, bullying, theft, repeated defiance of authority.

Interventions:

- **Referral to Support Services:** Students involved in serious violations may be referred to counseling or support services to address underlying issues contributing to their behavior.
- **Restorative Practices:** Restorative circles or meetings may be organized to discuss the incident, its impact, and develop a plan to make amends and restore trust.
- **Behavioral Contracts:** A detailed behavioral contract may be created to set clear expectations and consequences for future behavior.

Disciplinary Actions:

- **In-School Suspension:** For serious violations that disrupt the learning environment, in-school suspension may be used as a disciplinary measure. The student is removed from their regular classroom and placed in a designated area where they continue their academic work under supervision, allowing them time to reflect on their behavior in a controlled setting.
- **Out-of-School Suspension:** For serious violations, students may be suspended from school for a specific period. During this time, they are expected to complete missed work and participate in a re-entry conference with parents/guardians.
- **Classroom Removal:** The student may be removed from the regular classroom environment for a period to address immediate disruptions and regain control.

Level 4: Extreme Violations

Examples: Drug or alcohol use, weapons possession, serious threats of violence, major criminal activities.

Interventions:

- **Referral to Law Enforcement:** In cases involving illegal activities or serious threats, the situation may be reported to law enforcement for further investigation.
- **Intensive Counseling and Support:** The student may receive intensive counseling and support to address the underlying causes of their extreme behavior and assist in their rehabilitation.
- **Restorative Practices:** Restorative practices may be employed to address the harm caused and work towards repairing relationships, though this may be secondary to legal and safety concerns.

Disciplinary Actions:

- c. **Expulsion:** For extreme violations that pose a significant threat to the school community, expulsion may be considered. This is a last resort and involves a thorough review process, including a hearing.
- d. **Out-of-School Suspension:** Severe cases may also result in extended out-of-school suspension, with a focus on the need for the student to demonstrate significant changes in behavior before re-entry.

D. Out of School Suspension Types and Length

- The length of a suspension will be determined on a situational basis with the discretion of the principal and assistant principals. Suspension days are only counted on days in which school is in session. Weekends and holidays are not counted as suspension periods.
 - i. Short term suspension
 - Any suspension lasting fewer than ten school calendar days can be applied for any level 3 or 4 violations or repeated level 1 or 2 violations.
 - Short term suspensions can be applied per discretion of the principal.
 - ii. Long term suspension
 - Any suspension lasting longer than 10 school calendar days is considered a long-term suspension.
 - For any long term suspension, a hearing will be conducted and overseen by a third party hearing officer who will determine the length of the suspension.
 - In the event of a hearing, the student has the right to be represented by counsel, the right to question witnesses against her and the right to present witnesses and other evidence on her behalf.
 - A record of the hearing will be maintained via taped recording. The hearing officer will make findings of fact and recommendations as to the appropriate measure of discipline to the principal. The report of the hearing officer will be advisory only, and the principal may accept all or any of the recommendations of the hearing officer.
 - iii. Principal's Agreement
 - In certain cases where a violation of the Code of Conduct has occurred, a Principal's Agreement may be used in place of a formal disciplinary hearing. This process allows the parent or guardian to voluntarily waive the student's right to a formal hearing and instead accept disciplinary action determined solely at the discretion of the school principal.
 - Under a Principal's Agreement:
 - The principal will determine the length of the suspension, which may exceed ten (10) school days.
 - Although the duration of the suspension may extend beyond ten days, it will not be classified as a long-term suspension.
 - The principal may impose additional requirements for reentry to the school environment. These may include, but are not limited to:
 - Participation in anger management counseling or other relevant therapeutic services.
 - The development and implementation of a student safety plan.
 - Completion of restorative practices or other behavioral interventions, as appropriate.
 - A Principal's Agreement is designed to provide a structured and supportive alternative to the formal hearing process while maintaining accountability for student behavior. The decision to enter into such an agreement must be made collaboratively, with informed consent from the parent or guardian.

POLICIES AND PROCEDURES

A. Due Process

1. Notification requirements

Students and their guardians will receive written notification of any disciplinary action being considered or imposed. This notification will include the specific nature of the alleged violation, the evidence supporting the claim, and the proposed disciplinary measures. Notifications will be delivered in a timely manner to ensure that students have adequate time to prepare a response or defense.

2. Right to fair disciplinary hearings

Students have the right to a fair and impartial disciplinary hearing. During this hearing, students will have the opportunity to present their side of the story, provide evidence, and call witnesses. Disciplinary hearings will be conducted by a designated impartial committee or individual who has no direct involvement in the incident. Students may also be accompanied by a representative or advisor of their choice.

3. Appeal process

Students have the right to appeal disciplinary decisions. Appeals must be submitted in writing within a specified timeframe from the date of the disciplinary decision. The appeal will be reviewed by a higher authority or an appeals committee, which will assess whether the original decision was fair and consistent with school policies. The student will be informed of the outcome of the appeal in writing.

4. Other safeguards

To ensure the fairness of the disciplinary process, additional safeguards include the right to confidentiality and protection against retaliation. The identities of those involved in disciplinary proceedings, as well as the details of the case, will be kept confidential to the extent possible. Retaliation against students who participate in or are subject to disciplinary proceedings is strictly prohibited.

5. Continuing education services

Students who are suspended or otherwise excluded from school will have access to continuing education services. The school will provide alternative educational opportunities to ensure that students can keep up with their coursework and minimize disruptions to their learning. This may include online resources, tutoring, or other forms of support as appropriate.

B. Data collection and Review

1. Data Collection

To ensure transparency and accountability, the school will systematically collect and maintain data related to disciplinary actions and behavioral incidents. This data will include details such as the nature of the incident, the individuals involved, the disciplinary measures imposed, and any subsequent appeals. The collection of this data will be conducted in accordance with applicable privacy laws and regulations, ensuring that sensitive information is handled confidentially.

2. Data Review and Analysis

The school will regularly review and analyze disciplinary data to identify trends, assess the effectiveness of current policies, and ensure fairness in the application of disciplinary measures. This review will include an evaluation of:

- The frequency and types of disciplinary incidents.
- Patterns or disparities related to student demographics.
- The outcomes of disciplinary actions and appeals.

The data review process aims to inform continuous improvement in the school's disciplinary practices and to address any identified issues or inconsistencies.

3. Reporting and Accountability

Regular reports on disciplinary data will be compiled and reviewed by the school administration. These reports will be made available to relevant stakeholders, including school board members, staff, and, where appropriate, students and parents. The purpose of these reports is to provide transparency, facilitate informed decision-making, and ensure accountability within the school's disciplinary processes.

4. Confidentiality and Data Security

All data collected will be stored securely and access will be restricted to authorized personnel only. Personal identifiers will be removed or anonymized in aggregate reports to protect student privacy. The school is committed to maintaining the highest standards of data security and confidentiality in compliance with relevant laws and policies.

5. Continuous Improvement

The insights gained from data collection and review will be used to refine and enhance the school's code of conduct and disciplinary procedures. Feedback from students, parents, and staff will be solicited and considered as part of the ongoing process of improving school policies and practices. Regular reviews of the code of conduct will be conducted to ensure that it remains effective and responsive to the needs of the school community.

V. DEFINITIONS OF INFRACTIONS

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	Definition
1. ATTENDANCE	
Unexcused absences from school.	Missing school without a parent/guardian calling with a reason.
Skipping class.	Intentionally avoiding attending scheduled classes without a valid reason/pass.
Leaving the classroom permission.	Exiting a class during any time without permission and a pass in the system during a non-passing time.
Persistent or excessive tardiness	Frequently arriving at school after arrival or to individual classes after the bell has rung.
2. ACADEMIC DISHONESTY	
Cheating	Cheating can include but is not limited to: • providing portions of an academic evaluation to
Plagiarism	Representing another person's work as your own or failing to give proper credit to the source of your work.
Use of Artificial Intelligence	Using a text generator like ChatGPT to complete assignments and passing the work off as your own.
3. STUDENT MISCONDUCT	
Bullying	Any unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated.
Harassment	Any unwelcome conduct that creates a hostile environment. This behavior might include: • Offensive jokes or slurs. • Inappropriate physical contact. • Display of offensive images or objects. • Intimidation or threats. • Unwanted sexual advances or requests. • Comments or jokes about someone's race, religion, sex, etc.
Unauthorized sale or distribution of goods	Selling or attempting to sell goods or services (snacks, bracelets, hair, etc.) during school hours.
Substance Use (Alcohol, Inhalants, Drugs)	Using alcohol, tobacco, vapes, edibles, drugs, etc. during school hours, on the school bus, or at a school-sponsored event.
Substance Possession (Alcohol, Inhalants, Drugs)	Having in your possession alcohol, tobacco, vapes, edibles, drugs, etc. during school hours, on a school bus, or at a school-sponsored event.
Weapons Possession	Possession of any weapon on school grounds, school bus, or at a school sponsored event (knives, firearms, pepper spray, brass knuckles, etc.)

4. DEFIANCE OF AUTHORITY AND/OR INSUBORDINATION

Insubordination	Insubordination may include but is not limited to: Refusing to follow a reasonable request made by any YWCP staff
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5. DISRUPTIVE BEHAVIOR

Disruptive classroom behavior	Talking out in class or talking out of turn, throwing objects, picking-on, bothering and other behavior that distracts from student learning, etc.
Disruptive hallway behavior	Running, making excessive noise, loitering, play-fighting, etc.
Disruptive communication	- Making inappropriate gestures, symbols, or comments, or using profane or offensive language. - Using verbal insults or put-downs, such as

6. DRESS CODE

Dress Code Violations	Wearing any articles of clothing that do not adhere to YWCP's dress code and the refusal to make appropriate changes when directed.
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7. ALTERCATIONS

Altercation	A noisy argument or disagreement, especially in public. Can be verbal or physical.
Verbal Altercation	A loud, disruptive argument with another individual that is disruptive to school operation.
Physical Altercation	An altercation that becomes violent, including physical contact between two or more individuals.
Play fighting	Disruptive behavior that involves two or more individuals playing in a way that could lead to injury.
Inciting/participating in a disturbance	Encouraging/boosting a disagreement between individuals for the purpose (intentional or otherwise) of further conflict.
Bystander	Any individual who acts in such a way during a verbal or physical altercation to impede the response of school officials. For example:
Intentional or Unintentional physical contact with school personnel	Injury caused to school personnel that is caused by a student, whether intentional or unintentional.
Interfering with school personnel	Any behaviors that disrupt school operations
Threats	Any action (verbal, through social media, written, etc.) that could be perceived as threatening (a statement of an intention to inflict pain, injury, damage, or other hostile action on someone)

8. PORTABLE ELECTRONIC DEVICES	
Use of cell phones	Possession of a personal cell phone after arrival, failure to turn in a cell phone during the arrival process.
Inappropriate use of smartwatch	Possession of a smart watch after arrival, failure to turn in a smart watch during the arrival process.
Use of laptops, iPods, or other personal devices	Possession of any device that is not school-issued that can be used to digitally communicate/access the internet after arrival, failure to turn in such a device during the arrival process
Filming in class without permission	Use of a camera (Chromebook, cell phone, unauthorised personal camera) on school grounds without permission
Online Harassment	Use of electronic devices to harass, threaten, or intimidate others in school or online through texting, social media, etc.
9. PROPERTY DAMAGE, INCLUDING GRAFFITI	
Minor or accidental damage	The unintentional damage of school property.
Damage to another person's property	Damaging the property of another individual, intentional or otherwise.
Damage to school property	The intentional damaging school property.
10. THEFT	
Student Property	Stealing from another student.
Staff Property	Stealing from a YWCP staff member.
School Property	The theft of any YWCP property.
11. SEXUALLY BASED INFRACTIONS	
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, etc.
Public Displays of Affection	Actions such as kissing, sitting on laps, hand holding in class, or inappropriate touching during school hours, on the bus, or during school sponsored events
Sexual assault	Sexual act by force or threat of force.

VI. APPENDIX

Appendix A: Academic Honesty

Appendix B: Bullying/Harassment

Appendix C: Possession/Use of Alcohol/Tobacco/Drugs

Appendix D: Possession of Weapons at School

Appendix E: Dress Code

Appendix F: Altercations

Appendix G: Bystander

Appendix H: Cell Phone Policy

Appendix I: Public Displays of Affection

Appendix J: Use of Social Media to Cause Harm

Appendix K: Acceptable Use Policy for School Issued Chromebooks

Appendix A: Academic Honesty

The integrity of the learning environment is essential to academic success and personal growth. Acts of academic dishonesty undermine trust, fairness, and the pursuit of genuine learning. All students are expected to complete their academic work with honesty and integrity. Academic dishonesty includes, but is not limited to, the following:

1. Cheating: Cheating involves the use of unauthorized materials, information, or assistance during an academic exercise. Examples include:

- Copying from another student's work or allowing another student to copy.
- Using notes, devices, or resources not permitted by the teacher.
- Receiving or providing answers to assessments in advance.
- Submitting work completed by someone else as your own.

2. Plagiarism: Plagiarism is the act of using another person's ideas, words, or work without proper acknowledgment. This includes:

- Copying text from books, websites, or other sources without citation.
- Paraphrasing someone else's work without credit.
- Submitting all or part of an assignment that was written by someone else.

3. Inappropriate Use of Artificial Intelligence (AI): The use of AI tools (such as text generators like ChatGPT or homework-help platforms) is permitted only when explicitly authorized by the teacher. Inappropriate use includes but is not limited to:

- Submitting AI-generated content as original work without permission or disclosure.
- Using AI to complete assignments intended to assess a student's own understanding.
- Relying on AI tools to bypass the learning process or academic expectations.

Violations of this policy may result in one or more of the following, depending on the severity and frequency of the offense:

- A grade penalty or a zero on the assignment.
- Required resubmission of the assignment under supervision.
- Parent/guardian notification.
- Disciplinary action as outlined in the school's general Code of Conduct.
- Loss of eligibility for honors or academic awards in cases of repeated or serious violations.

Young Women's College Prep is committed to helping students understand the importance of academic honesty and to learn from mistakes. Questions about proper citation, collaboration, and AI use should be addressed with teachers before assignments are submitted.

B. Bullying/Harassment

Young Women's College Prep is committed to fostering a safe, inclusive, and respectful learning environment. As a community, we will not tolerate bullying, harassment, intimidation, or any form of targeted aggression. This plan outlines a tiered, structured response to bullying incidents, including supportive and proactive interventions aimed at promoting behavior change and enhancing student well-being.

Definitions

- **Bullying:** Intentional, repeated behavior that causes physical, emotional, or social harm. Forms include verbal, physical, social, and cyberbullying.
- **Target:** The student who is being bullied.
- **Aggressor:** The student engaging in bullying behavior.
- **Bystander:** A student who witnesses bullying behavior.

Tiered Intervention Framework

Level I – Initial Intervention

When used: First instance of identified bullying behavior

Purpose: Early response to help the student recognize the behavior's impact and reinforce expectations.

Potential Interventions may include but are not limited to:

- Conference with the student and the administrator
- Parent/guardian notification
- Completion of a self-reflection activity
- Social-emotional learning (SEL) activities
- Other consequences, as determined by the administration

Level II – Continued Concerns

When used: Repeated behavior after Level I intervention

Purpose: To engage families and school personnel in ongoing support of behavior change.

Potential Interventions may include but are not limited to:

- Conference with student, staff, and parent/guardian
- Completion of SEL activities, including self-reflection and restorative practice
- Written documentation to families of actions taken and outcomes
- Other consequences, as determined by the administration

Level III – Serious or Repeated Behavior

When used: Severe incidents or ongoing patterns of bullying

Purpose: To implement intensive interventions and structured support.

Potential Interventions may include but are not limited to:

- Conference with student, staff, and family
- Completion of SEL activities, including self-reflection and restorative practice
- Additional activities tailored to the student’s needs
- Other consequences, as determined by the administration
- Formal Bullying Intervention Plan (See Below)

Formal Bullying Intervention Plan

This is a structured plan that supports students exhibiting persistent or severe bullying behaviors. It includes long-term behavior monitoring and will be reviewed regularly, including at each Parent-Teacher Conference.

Components may include but aren’t limited to:

- Mandatory counseling sessions (up to 5 without parental consent)
- Behavioral goal-setting with staff
- Referral to external support services if appropriate
- Increased supervision during high-risk times (arrival, lunch, dismissal)
- Restricted access to designated areas
- Staff check-ins to review behavior expectations
- Use of behavior management strategies with positive reinforcement

Consequences for Continued Bullying

- Tiered disciplinary measures (e.g., detention, suspension, class changes)
- Referrals to district support teams or legal authorities, if warranted
- Ongoing documentation and parent communication
- Other consequences, as determined by the administration

Appendix C: Possession/Use of Alcohol/Tobacco/Drugs

Young Women's College Prep is committed to maintaining a safe, healthy, and substance-free environment for all students. The use, possession, distribution, or sale of tobacco products, vaping devices, alcoholic beverages, cannabis products (including edibles), or any intoxicating substances is strictly prohibited on school grounds, at school-sponsored events, and on school transportation.

This policy applies to all students regardless of age, and covers both legal and illegal substances.

Prohibited Items Include (but are not limited to):

- Cigarettes, cigars, and smokeless tobacco (e.g., chew, snuff, nicotine pouches)
- E-cigarettes, vape pens, and cartridges (with or without nicotine or THC)
- Vape juices or pods
- Alcoholic beverages (e.g., beer, wine, liquor, hard seltzers, pre-mixed drinks)
- Edibles containing THC or other intoxicating substances (e.g., gummies, candies, baked goods)
- Any product intended to mimic or disguise the use of controlled substances

Consequences for Violations (Progressive Discipline Plan)

Disciplinary action for violations of this policy will follow a progressive discipline model, taking into account the nature of the substance involved, the student's disciplinary history, and the circumstances of the incident.

Non-THC Vaping or Tobacco Violations (First-Time Offense):

- Students will be assigned In-School Suspension (ISS).
- While in ISS, the student will complete a substance abuse awareness program designed to educate about the risks of nicotine and vaping.
- Parents/guardians will be notified.

Non-THC Vaping or Tobacco Violations (Repeat Offenses):

- Each repeat offense will result in increased time in ISS or Out-of-School Suspension (OSS).
- The student may be required to complete additional educational or restorative tasks.
- Persistent violations will trigger a referral to a school counselor for individualized intervention and ongoing support.

Violations Involving THC, Alcohol, or Other Drugs (First-Time Offense):

- Students will be assigned an Out-of-School Suspension (OSS).
- The student must complete a substance education and reflection assignment during the suspension period.
- Parents/guardians will be contacted and may be asked to participate in a reentry meeting.

Violations Involving THC, Alcohol, or Other Drugs (Repeat Offenses):

- Each subsequent offense will result in progressively longer OSS assignments, aligned with school policy.
- The student will be required to participate in more intensive learning and reflection activities, which may include:
 - Regular meetings with a school counselor
 - Behavioral intervention planning
 - Referral to external support services, if appropriate

In all cases, the school reserves the right to involve law enforcement when required by law or policy.

Appendix D: Possession of Weapons

Young Women's College Prep (YWCP) is committed to maintaining a safe and secure learning environment for all students and staff. The possession of weapons on school property, on school buses, or at school-sponsored events is strictly prohibited to ensure the safety and well-being of the school community. Students are not permitted to bring, possess, use, display, or distribute any weapon on school grounds, in school buildings, on school buses, or at any school-sponsored event, whether held on or off campus.

Definition of Weapon:

A *weapon* includes but is not limited to:

- Firearms
- Knives of any size or type
- Explosives
- Air guns, pellet guns, BB guns
- Metal knuckles
- Mace or pepper spray
- Any object that can be used or is intended to be used to threaten, intimidate, or inflict harm

This definition also includes replicas, toys, or look-alike weapons that could be reasonably perceived as real.

Applicability of New York State Law:

This policy aligns with New York State Education Law (§2801-a) and the New York State Penal Law, which prohibit the possession of weapons on school grounds and require schools to report certain offenses to law enforcement. Under the Gun-Free Schools Act, any student found to be in possession of a firearm on school grounds may be subject to a minimum one-year suspension, in accordance with district policy and applicable due process procedures.

Reporting and Response:

All weapon-related incidents will be taken seriously and addressed promptly by school administration. Incidents involving weapons may be reported to local law enforcement as required by law. Parents or guardians will be notified as soon as possible in any case involving a weapon.

Consequence for Violation:

Consequences for violating this policy will be determined on a case-by-case basis, consistent with the YWCP Code of Conduct. Responses will consider the age of the student, the nature of the offense, and any mitigating or aggravating factors. The school will follow due process procedures in all disciplinary actions.

Confidential Reporting:

Students and staff are encouraged to report any concerns regarding weapons or threats to school safety to a trusted adult. All reports will be investigated thoroughly and handled with discretion.

Appendix E: YWCP Dress Code

Young Women's College Prep Dress Code

Approved Tops: Monday-Thursday

Green, Black, White - Golf Shirt or Button Down, Short/Long Sleeve
(With or Without School Logo)



Green, White, or Black Hijab, Head Scarf, Headbands
(Bonnets or Bandanas must not be worn)

Approved Outerwear: Monday-Thursday

Solid Green (MUST Match Uniform Dark Green) - Sweater, Vest, Cardigan, Crewneck, Zip Up, Abaya, YWCP Fleece, YWCP Tracksuit Jacket, YWCP Sports Apparel Top



NEW FOR 24-25: NO HOODIES AT ANY TIME

Approved Bottoms: Monday-Thursday

Solid Tan or Black - Dress Pants/Skirt/Shorts

(Pants Must Have Button & Zip at Waistband, Shorts/Skirts can be no shorter than 2 inches above the knee)



Appropriate Shoes Should be worn at ALL TIMES - Ex: Sneakers, Boots, Uggs.
CROCS/Slides/Slippers/house shoes may not be worn. Sneakers MUST be worn in Phys. Ed.

NEW FOR 24-25: NO CROCS AT ANY TIME

Friday Only Items

Monday - Thursday Approved Uniforms Plus!

YWCP Approved/Activity Tshirts (Day of Caring, Athletics, Class Shirts, etc.), YWCP Sports Apparel Tops, Official College Tshirts/Sweatshirts.



Dress Code Violations

NEW FOR 24-25: NO HOODIES OR CROCS AT ANY TIME

Ripped/Distressed/Stonewashed Pants, Blankets, Robes, Snuggies, Slides/Slippers/House Shoes, Brand Name Clothing with Logos or Symbols (Ex: Nike, Adidas, Champion, etc), Bonnets, Bandanas or Non YWCP Colored Headbands or Scarves, Joggers, Tech Pants, Sweatpants, Leggings, Bike Shorts, Sunglasses, 3D Glasses, Goggles, Costume Glasses

Dress Down Day Violations

Dress & Grooming should be safe, not disrupt the educational process, & not be provocative.

Prohibited Attire (Includes but not Limited to):

Revealing/see-through garments, Clothing that exposes undergarments, Tops with large arm openings/exposed torso, Straps less than 2 Inches Wide (crop tops, tube tops, spaghetti straps, halter tops), Shorts/skirts that don't meet minimum length requirements/admin deems revealing, Pants with rips or distressed above the knee, Clothing with sexual/violent/drugs/alcohol references/innuendos, Clothing or accessories that could be considered weapons.

Appendix F: Violence or Physical Altercations

Young Women's College Prep is committed to fostering a respectful, and supportive environment where conflicts are resolved peacefully. Acts of physical violence or aggressive behavior are strictly prohibited and will be addressed with appropriate responses to ensure a safe school community. Students are expected to conduct themselves in a manner that promotes mutual respect and personal responsibility. Physical altercations, including fighting, hitting, pushing, or any unwanted physical contact intended to cause harm or intimidation, are not tolerated on school grounds, on school buses, or at school-sponsored events.

This includes but is not limited to:

- Engaging in or attempting to engage in a fight or physical struggle
- Physically assaulting or attempting to assault another student or staff member
- Encouraging or inciting others to fight
- Retaliatory violence or group altercations
- Any act of physical aggression that causes, or has the potential to cause, injury or disruption

Possible Consequences

Students who violate this guideline may face consequences, which could include but are not limited to:

- Parent/guardian notification.
- Temporary loss of privileges (ex. participation in extracurricular activities).
- ISS or OSS depending on severity of infraction
- Other disciplinary responses as outlined in the Code of Conduct.

Restorative Practices and Prevention:

YWCP promotes the use of restorative practices and conflict resolution strategies to address the root causes of violence and reduce future incidents. Students involved in altercations may be referred to counseling, mediation, or behavioral intervention programs, as appropriate.

Supportive Environment:

YWCP is committed to creating a culture of respect and inclusion. The school provides social-emotional learning programs, peer mediation opportunities, and staff training to help students build the skills necessary to manage conflict in healthy, nonviolent ways.

Appendix G: Bystanders to Altercations

Students play an important role in maintaining a safe and respectful school environment. During any physical altercation, the actions of bystanders—those who witness the incident but are not directly involved—can have a significant impact on the situation. While it is not expected that students physically intervene in dangerous situations, they do have a responsibility to respond in ways that support safety and de-escalation.

Expectations for Bystanders

When witnessing a physical altercation or fight, students are expected to:

- Immediately move away from the incident to a safe distance
- Notify the nearest staff member or trusted adult as quickly as possible.
- Avoid contributing to the conflict by shouting, encouraging the behavior, or attempting to record or post videos or images of the incident.
- Refrain from joining the altercation, either physically or verbally.

Bystanders who engage in the following behaviors may be subject to disciplinary action:

- Recording or sharing videos or images of the altercation.
- Cheering on, encouraging, or instigating violence.
- Failing to report the incident when there was a clear and reasonable opportunity to do so.
- Obstructing school staff or other students who are trying to intervene or get help.

Possible Consequences

Bystanders who violate this policy may face consequences, which could include:

- Confiscation of personal devices used to record or share the incident.
- Parent/guardian notification.
- Temporary loss of privileges (e.g., participation in extracurricular activities).
- ISS or OSS depending on severity of infraction
- Other disciplinary responses as outlined in the Code of Conduct.

Our school community relies on every student to be part of the solution when conflicts arise. Choosing to be a responsible bystander helps protect peers, supports a culture of respect, and prevents harm.

Appendix H: Cell Phone Policy

In accordance with applicable law and regulations, Young Women's College Prep Charter School prohibits students from using internet-enabled devices on school grounds during the school day, except as expressly permitted under the exceptions outlined in this policy.

Definitions

Internet-enabled devices: Internet-enabled devices include any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling access to content on the internet, including social media applications. Internet-enabled devices do not include the following:

- Non-internet enabled devices such as cellular phones or other communication devices not capable of connecting to the internet or enabling the individual to access content on the internet.
- Internet-enabled devices supplied by the school district, charter school, or board of cooperative educational services (BOCES) that are used for an educational purpose.

School Day: The school day shall mean the entirety of every instructional day during all instructional and non-instructional time. This includes homeroom periods, lunch, recess, study halls, and passing time.

School Grounds: The school grounds shall mean in or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of a district elementary, intermediate, junior high, vocational, or high school, a charter school, or a BOCES facility.

Daily Process

Upon entering school, students will give their devices to a school designee to be placed in a padded envelope with said students name on it. All devices will be stored in a locked cabinet in the main office, accessible by only designated school personnel.

Communication & Contact

During the school day, parents and guardians can communicate with their students by calling the school main office line. When possible, a student will be called to the office to take the call so long as it does not take away from classroom instruction. If not possible, main office personnel will take a message and relay it immediately to the student.

During the school day, students may contact their parents and guardians by utilizing the phone in the main office or the wellness center, so long as it does not take away from classroom instruction.

Exceptions

Exemptions to this policy will include:

- Authorization by a principal for a specific educational purpose.
- Instances where necessary for the management of a student's healthcare.
- Usage in the event of an emergency.
- Usage for translation services.
- Usage on a case-by-case basis, upon review and determination by the Principal for a student caregiver who is routinely responsible for the care and wellbeing of a family member.
- Or, where required by law.

Additionally, the policy may not prohibit the use of an internet-enabled device where it is included in the student’s individualized education program (IEP) or section 504 accommodation plan.

Discipline for Policy Violations

Offense	Consequence
1st offense	Device confiscated; parent/guardian notified; device returned to student at end of day.
2nd and subsequent offenses	Device confiscated; parent/guardian notified; device locked overnight and only returned to parent/guardian.

Note: We do not suspend students solely for possession or use of personal devices. Repeated violations may lead to additional disciplinary measures per school code of conduct.

Appendix I: Public Displays of Affection

The school community is built on mutual respect and a focus on learning. To maintain a professional, safe, and inclusive environment for all students and staff, public displays of affection (PDA) are discouraged during the school day and on school grounds.

This policy is not meant to police friendships or relationships, but to reinforce respectful behavior that supports a distraction-free, inclusive learning environment.

What Constitutes PDA?

Public displays of affection include, but are not limited to:

- Prolonged hugging or embracing
- Kissing
- Holding hands during class time
- Sitting on laps
- Inappropriate touching or body contact
- Excessive physical closeness that causes distraction or discomfort to others

When and Where This Applies

PDA expectations apply:

- During instructional time, transitions, lunch, and free periods
- In hallways, classrooms, cafeterias, buses, and school events
- On school property or at school-sponsored events (on or off campus)

Hallway Restriction Plan (Using e-Hallpass)

Students who repeatedly violate PDA expectations may be placed on a **hallway restriction plan** utilizing the school's **e-Hallpass system**. This plan helps manage unstructured time and prevent further violations by:

- **Restricting pass access** during unstructured times (bathroom, locker, nurse, etc.)
- **Limiting overlapping passes:** Students involved in PDA incidents will not be allowed out on passes at the same time
- **Blocking class combinations:** Students found in repeated violations will not be permitted to share the same classes, where schedule changes are feasible
- **Real-time monitoring** of hallway traffic to ensure students adhere to pass limits

The goal is not punitive, but **preventive**—to reinforce appropriate behavior, reduce distractions, and maintain a focused academic environment. These settings will be applied for a designated period and reviewed regularly by administration. The school encourages healthy boundaries and respectful relationships. PDA discussions may be incorporated into advisory or health curriculum where appropriate. We recognize that adolescence involves learning about relationships and boundaries. This policy is intended to guide students in making respectful, responsible choices in a shared public environment.

Appendix J: Use of Social Media to Cause Harm

YWCP is committed to maintaining a safe, respectful, and disruption-free learning environment for all students and staff. While students have the right to use social media outside of school hours, **online behavior that creates, contributes to, or escalates conflict impacting the school day** will be addressed.

Purpose and Scope

This applies to:

- Posts, messages, or interactions made **outside of school hours or off-campus**
- Behavior on social media platforms, messaging apps, or group chats (e.g., Instagram, TikTok, Snapchat, Facebook, Messenger, etc.)
- Online activity that results in:
 - Conflicts brought into the school
 - Physical altercations
 - Verbal threats, bullying, or harassment
 - Disruptions to instruction, student safety, or the emotional well-being of others

School administrators are legally permitted to take disciplinary action **if off-campus behavior leads to a material or substantial disruption** within the school. This includes, but is not limited to:

- Harassing or threatening posts directed at students or staff
- Spreading rumors, instigating fights, or planning confrontations
- Posting private images, videos, or screenshots without consent
- Sharing misinformation about school incidents to provoke fear or unrest
- Using anonymous accounts to target or defame others

Consequences

Consequences will align with the school's Code of Conduct and ensure fair, due process. Students who engage in repeated or ongoing off-campus social media behavior that causes school disruption may face:

- Progressive discipline (ISS/OSS)
- Social media education or reflection assignment
- Restricted hallway or unstructured time access
- Administrative monitoring or parent conference requirement
- Schedule adjustments to reduce contact with involved students

What happens online doesn't always stay online. Students are expected to carry the same values of respect, responsibility, and safety from their devices into their school day. We encourage students and families to speak up when they see online behavior that could cause harm. Reports can be made to any trusted adult or through the school's anonymous reporting tool.

Appendix K: Acceptable Use Policy

Purpose: This Policy provides users (students and staff) access to the school's electronic network, which includes internet access, computer services, software, computers, iPads, peripherals, and related technology for education purposes.

This network and related technologies assist in preparing YWCP students for success in life and work in the 21st century. These literacy skills of how to retrieve and evaluate information, think critically, share resources, and access the internet promote life-long learning. Every effort to ensure the safety and security of all students is the duty of all involved in the teaching and learning process. Ultimately, however, it is the responsibility of the user, not to access inappropriate materials and to use the internet and other electronic technologies in a responsible manner.

Therefore, YWCP established the following standards of acceptable use of the internet and electronic devices. Parents/guardians and each student must sign the YWCP Acceptable Use Agreement to allow access to the internet and the network. It is presumed that students will honor this agreement that they and their parent/guardian have signed. Access to the internet and electronic technologies is a privilege, not a right. Failure to abide by the school policies and regulations, including inappropriate access to the internet, will result in a disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The Principal, Director of Operations, teacher/supervisor or systems administrator may limit, suspend or revoke access to electronic resources at any time.

To ensure the personal safety of YWCP students, the school will not allow students to access the internet for non-academic purposes. This includes, but is not limited to, music streaming services, social media platforms, YouTube, outside personal email accounts, and anything not in compliance with Ed Law 2-D. Students are not permitted to:

- Access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination toward other people (hate literature).
- Share personal contact information about themselves or other people.
- Send or receive personal messages at school through outside personal email accounts or other electronic means such as texting, shared files, or chat rooms.
- Provide any passwords with another person, thus minimizing the securing of the network.
- Vandalize data, software, or equipment.
- Access another person's account or send/receive another individual's messages without authorization.
- Plagiarize or copy/paste material or other publications from the internet or other electronic media such as databases and/or eBooks.
- Play games or be involved in any activities online that are not academic in nature and assigned by a teacher or other staff person.
- Posting, distributing, displaying or sharing literature or any material that contains a threat of violence, injury, or harm of an individual including bullying and taunting.
- Use language not appropriate to an educational setting including, but not limited to inaccurate, abusive, obscene, profane, sexually oriented, threatening or radically offensive.
- Use the YWCP network for any commercial use.
- Hack into or attempt to infect the YWCP network.

The internet can be a powerful tool for use in an educational setting, letting students develop technology skills, take online field trips, do research, collaborate with other students across the U.S. and correspond with students around the world. However, with all positives, there are also negatives. By signing this agreement, each student acknowledges their understanding and ability to follow these guidelines to have access to the internet and electronic technologies while in school:

- Ensure the safety and security of all students
- Every reasonable effort to monitor students
- User's responsibility NOT to access inappropriate material
- Consistent with the values and policies of the school in support of education and research.

The use of AI tools (such as text generators like ChatGPT or homework-help platforms) is permitted only when explicitly authorized by the teacher. Inappropriate use includes but is not limited to:

- Submitting AI-generated content as original work without permission or disclosure.
- Using AI to complete assignments intended to assess a student's own understanding.
- Relying on AI tools to bypass the learning process or academic expectations.

YWCP provides all students, granted they sign off and agree with this policy, a Chromebook for educational use, connected to the YWCP network. Students are responsible for the proper care of their chromebook and are expected to report any issues immediately. Students/Families are responsible for the loss or physical damage to their YWCP owned Chromebook as follows:

- 1st Occurrence Damage Fee = \$25
- 2nd Occurrence Damage Fee = \$50
- 3rd Occurrence Damage Fee = \$75
- Stolen Fee = \$40

Payment options are available and can be arranged with the Principal or Assistant Principal. A replacement unit will be provided to students so as not to interrupt instruction, however the fees will remain on the students file until paid. Refusal to pay outstanding fees will result in an inability to participate in graduation and other activities.

YWCP Student Internet Account - Acceptable Use Policy

Computers, networks, and online access are used to support learning and enhance instruction. These tools and connections to the Internet allow communication with millions of users through hundreds of networks. Your application for an Internet account indicates that you will comply with the "Acceptable Use Policy" of Young Women's College Prep Charter School of Rochester and the regulations which are listed above. You also agree to be a responsible, efficient and ethical user. Failure to adhere to the policies and guidelines will result in the revocation of the use privileges.

Student Name:

Home Phone:

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Address:

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Date of Birth:

Grade:

Advisor:

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Student must initial acknowledging the three statements below:

- I have read and understand the YWCP Acceptable Use Policy and will follow it and its directives.
- I understand that any violation of the Acceptable Use Policy will result in the loss of access, personal payment of any fees incurred, and possible prosecution.
- I understand that the use of the internet as part of an educational program is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

Student initials: _____

Student and Guardian Must Complete This Box:

By placing my signature on this document, I am confirming I have read, understand, and will abide by the Acceptable Use Policy of YWCP. I understand that I am responsible for any loss or damage that occurs and that fees will be assigned accordingly that I must pay.

Signature of Student:

Date:

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YWCP has taken considerable steps to electronically block inappropriate materials and sites. Unfortunately through, and by the nature of the internet, I understand that my student may be able to gain access to services on the internet that are not censored by YWCP. Further, I understand that my student may access information which I find inappropriate, offensive, and controversial. I assume this risk by consenting to allow my student to participate in the use of the internet. I understand that my student may keep this access throughout the school year as long as the procedures, policies, and guidelines are followed and my student is in good standing with the school.

Signature of Guardian:

Date:

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Print Guardian's Name:

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VII. ACKNOWLEDGEMENT

Acknowledgment of Code of Conduct

Student and Parent/Guardian Acknowledgment Form

By signing below, we, the undersigned, acknowledge that we have read, understood, and agree to abide by the policies and expectations outlined in the School Code of Conduct. We recognize that this document establishes the behavioral and academic standards necessary to maintain a positive and productive learning environment.

Student Agreement:

I understand that my participation in school activities and my continued enrollment at Young Women's College Prep is contingent upon my adherence to the Code of Conduct. I acknowledge that failing to comply with these expectations may result in disciplinary action, including but not limited to, loss of privileges and exclusion from extracurricular activities. I agree to conduct myself in accordance with the standards set forth and to seek guidance from school staff if I have any questions or need clarification regarding the Code of Conduct.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Agreement:

We, the undersigned parents/guardians, confirm that we have reviewed the School Code of Conduct with our child. We understand that our child's participation in school activities is contingent upon their compliance with the Code of Conduct. We also acknowledge that non-compliance may result in disciplinary action affecting their privileges at school. We agree to support the enforcement of these policies and encourage our child to adhere to the standards outlined in the Code of Conduct.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

