



written procedures for the identification and referral of all children with disabilities aged from birth through 21 years.

Paideia requires all school-based staff to review the written procedures related to scholar identification and referral on an annual basis and maintains documentation of the staff review.

Identification (screening for possible disabilities) shall be completed within 45 calendar days after:

- a) Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
- b) Parent notification of concern regarding developmental or educational progress by their scholar aged 3 through 21 years.

Screening procedures include vision and hearing status and consideration of the following areas:

- a) Cognitive or academic;
- b) Communication;
- c) Motor;
- d) Social or behavioral; and
- e) Adaptive development.

For a student transferring to Paideia, a review of enrollment data and educational performance in the prior school is conducted. If there is a history of special education for a student not currently eligible for special education or of poor progress, the name of the student shall be submitted to special education administration for consideration of the need for a referral for a full and individual evaluation or other services.

If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of the public agency's procedures to follow up on the student's needs.

Paideia maintains documentation of the identification procedures utilized, the dates of entry into school or notification by parents of a concern, and the dates of screening. The dates are maintained in students' permanent records.

If the screening indicates a possible disability, the name of the student shall be submitted to special education administration for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may request in writing an evaluation of the student.

If, after consultation with the parent, Paideia determines that a full and individual evaluation is not warranted, the school shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

## **Code of Conduct – Paideia Behavioral Expectations**

Arizona Revised Statute 15-841 A. reads,

“Pupils shall comply with the rules, pursue the required course of study and submit to the authority of the teachers, the administrators and the governing board.”

The Paideia scholar code of conduct outlines the school's basic expectations of the scholar in all areas and aspects of the school to include bus travel – to and from school and field trips – and interactions with other scholars on and off campus as well as before and after school. The core of Paideia's code of conduct is centered upon the Leader In Me culture at Paideia. This program nurtures personal and



public habits of success within our scholars. There are 8 specific habits expected of all Paideia Liberal Arts Academy scholars. These include:

1. **Be Proactive** – take responsibility for my life and make good choices.
2. **Begin with the End in Mind** – define and live by my mission and goals in life.
3. **Put First Things First** – prioritize and spend my time on things that matter the most.
4. **Have a Win/Win Attitude** – seek solutions where everyone can win.
5. **Seek First to Understand, Then to be Understood** – use empathic listening skills to seek understanding of other people’s ideas and feelings. Use courage and consideration when seeking to be understood.
6. **Synergize** – work together to achieve more.
7. **Sharpen the Saw** – regularly renew my mind, heart, body, and spirit.
8. **I find my voice and help others find theirs by** identifying needs in our community and promoting positive change.

By internalizing these eight habits of success our scholars will achieve high levels of trust from internal rather than external control of behavior.

Consequences for inappropriate behavior are outlined below and are enforced. Every effort is made to help scholars use the 8 habits outlined above to be successful and keep parents informed. Teachers are the first point of contact to parents for scholar misbehavior. For chronic misbehavior or more serious offenses, scholars will be referred to the Principal or Dean of Students. The following consequences and demerit point system will be used when scholars are referred to administration for behavior/discipline problems. Paideia Academy administration has the final determination and authority regarding all behavior/discipline issues.

**Demerit Points:** A scholar may receive demerit points when sent to the Principal or Dean of Students for behavioral infractions. Points are determined by the infraction along with chronic nature and severity level. Multiple categories may be used, and points assigned from each referral at the sole discretion of the Principal.

The following action and consequences may be given for point accumulation:

- 10 Demerit points: The teacher will have an in-person or phone meeting with the parent and scholar.
- 20 Demerit points: The scholar may be suspended until a parent meeting can be held with the Principal, School Counselor and teacher.
- 25 Demerit points: The scholar **will be suspended** until the parent meets with the Principal or Dean of Students to discuss consequences if the scholar earns 30 demerit points and create a success plan to help the scholar. The school may expel or put the scholar on a behavioral contract the following year.
- 30 Demerit points: The scholar **must be referred** to the Executive Leadership Team for a disciplinary hearing for possible expulsion. The scholar will be suspended until the parent meets with the Executive Leadership Team and a final decision is made as to the standing of the scholar



in the school. The Executive Leadership Team may decide to expel immediately or at the end of the year or place the scholar on a Success Guide Restriction for the following year.

**PAIDEIA ACADEMIES INC**  
**Minor and Major Behavior Infraction**

<b>Behavior Infraction</b>	<b>Minor</b> <i>Minor behavior infractions are managed by the teacher.</i>	<b>Major</b> <i>All major infractions are managed by admin staff, are assigned demerit points and include "knowledge of the behavior and failure to report to Paideia staff"</i>
<b>Peer Disrespect</b>	<ul style="list-style-type: none"> <li>• Negative talk</li> <li>• Name calling</li> <li>• Teasing</li> <li>• Socially rude or dismissive messages</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering direct or technology-based messages that involve intimidation, teasing, taunting, threats or name calling when the use of these messages is chronic or involves an imbalance of power between two students</li> <li>• Peer Conflict (balance or power)</li> </ul>
<b>Adult Disrespect</b>	<ul style="list-style-type: none"> <li>• Low-intensity, social rude or dismissive messages to adults</li> <li>• Refusing to work/unfinished work</li> <li>• Not participating in Group Work</li> <li>• Making faces/Rolling eyes</li> <li>• Huffing, sighing, whining etc.</li> <li>• Arguing/defiance – inappropriate response to teacher request</li> <li>• Uncooperative behavior</li> <li>• Cheating Plagiarism/ Lying</li> <li>• Leaving assigned area</li> <li>• Minor object stealing</li> <li>• Impolite talk</li> <li>• Not following rules or directions</li> <li>• Climbing in bathroom/looking under/over stalls</li> </ul>	<ul style="list-style-type: none"> <li>• Socially rude or dismissive messages to adults or students</li> <li>• Blatant or excessive non-compliance or defiance</li> <li>• Failure to submit to the authority of the teacher or staff</li> <li>• Profanity to staff – “F-you”, flipping off, etc.</li> <li>• Repetitive minor incidents that normal classroom consequences are not addressing</li> <li>• Leaving campus/hiding from staff</li> <li>• Forgery</li> <li>• Theft of major objects or pattern of minor stealing that is ongoing</li> </ul>
<b>Disruption</b>	<ul style="list-style-type: none"> <li>• Low-intensity, but inappropriate disruption</li> <li>• Making noises</li> <li>• Constant talking out of turn</li> <li>• Yelling out / blurting out</li> <li>• Disruption during instruction</li> <li>• Crying</li> <li>• Throwing objects</li> <li>• Out of seat</li> <li>• Not listening</li> <li>• Tardy to class or leave class early</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviors interfere with the teacher’s ability to communicate effectively with other pupils in the classroom or the ability of the students to learn</li> <li>• Sustained screaming/yelling</li> <li>• Out of control behavior in the extreme</li> <li>• Throwing objects with the intent to cause harm</li> <li>• Excessive pattern of absence, tardy, early pickup, truancy</li> <li>• Sustained out of seat behavior</li> </ul>



<b>Dress Code</b>	<ul style="list-style-type: none"> <li>• Short skirts or shorts</li> <li>• Leggings, tights, yoga pants, athletic shorts</li> <li>• Hats in the building</li> <li>• Exposed midriff</li> <li>• Designs, holes, rips or tears in pants</li> </ul>	<ul style="list-style-type: none"> <li>• Gang related apparel</li> <li>• Ongoing pattern of Dress Code violations</li> </ul>
<b>Inappropriate Language</b>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Profanity</li> <li>• Crude or lewd language</li> </ul>	<ul style="list-style-type: none"> <li>• Blatant or excessive swearing</li> <li>• Offensive/harassing language</li> <li>• Excessively vulgar language</li> <li>• Severe verbal threats against anyone</li> <li>• Gang harassment</li> <li>• Harassment (racial, sexual, religious, gender, ability)</li> <li>• Intimidation</li> </ul>
<b>Property Damage/Misuse</b>	<ul style="list-style-type: none"> <li>• Defacing books, pencils, pens, crayons, classroom supplies, PE equipment, science equipment</li> <li>• Minor vandalism (e.g., writing on desk or other’s property)</li> <li>• Stealing minor items</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive defacing of peer/teacher/ school property</li> <li>• Vandalism (breaking, spray paint or permanent damage)</li> <li>• Use of combustibles (fire crackers, snaps, etc.)</li> <li>• Stealing major items from peer/adults</li> <li>• Pushing over furniture</li> <li>• Setting fires</li> </ul>
<b>Physical Aggression</b>	<ul style="list-style-type: none"> <li>• Bumping into another person</li> <li>• Play fighting</li> <li>• Unwanted touching someone else</li> <li>• Pushing / Shoving</li> <li>• Poking</li> <li>• Tripping</li> <li>• Reckless physical behavior such as: play hitting, horseplay, flicking, pinching, teasing-messing around with intent</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of control in anger</li> <li>• Hitting with intent to harm</li> <li>• Punching with intent to harm</li> <li>• Physical intimidation</li> <li>• Spitting, scratching, biting, choking with intent to harm – anger related</li> <li>• Sexual misconduct</li> <li>• Physical aggression / assault</li> <li>• Repeated minor physical contact / aggression</li> </ul>
<b>Fighting</b>		<ul style="list-style-type: none"> <li>• Fighting between multiple scholars</li> <li>• Facilitating a fight</li> <li>• Inciting a fight to continue</li> <li>• Knowing of a pending fight and failing to report</li> </ul>
<b>Technology Violation</b>	<ul style="list-style-type: none"> <li>• Cell phone displayed on school property</li> <li>• Cell phone alerts during class</li> <li>• Off-task computer behavior</li> <li>• Non-approved website during school</li> </ul>	<ul style="list-style-type: none"> <li>• Refuses to give tech-item to staff member (e.g., cell phone)</li> <li>• Accessing “off limit” and inappropriate websites on school computer</li> <li>• Taking pictures, video or audio of someone on school grounds</li> </ul>

**Other \*specify in brief note**

*These conduct violations will result in immediate long-term suspension pending expulsion hearing.*

- Tobacco- possession (*Includes any form of vaping*)
- Alcohol possession
- Illegal drug possession (*Includes any form of marijuana*)
- Illegal paraphernalia (*Including vape pens*)
- Acts of sexual harassment or abuse
- Weapons Possession
- Guns/bombs Possession
- Acts of arson or knowledge

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**The Principal has sole discretion to assign demerit points.**

**Multiple categories may be used and points assigned from each at the sole discretion of the Principal.**

## Due Process

### Alternatives to Suspension.

The Paideia philosophy is to nurture each person to make productive choices. The primary consequence at Paideia is to assist the erring scholar to restore peace and harmony to the community. We understand that scholars will make poor choices that lead to more restrictive consequences such as suspension and expulsion. In every case possible, Paideia will attempt an alternative to restrictive consequences. Even so, there are instances in which the scholar must be removed from the environment to help the environment readjust and to assist the erring scholar to reconsider the errant behaviors associated with the suspension. Alternatives to suspension are administered according to the judgement of the campus principal and in counsel with the Scholar Support Coach and School Social Worker. Examples of alternatives to suspension may include but are not limited to:

- Recovery Station – extended time. This alternative to suspension has the scholar remove him or herself to reflect on the behaviors, the negative impact the behaviors have had on self and others and to come up with a solution to restore relationships and the community.
- Restorative Circles. These circles may consist of 2 or more scholars. In these circles, scholars are guided in using Habit 5 to seek to understand and to be understood and habit 4 to find win/win solutions.
- Success Guide. The success guide is a personalized tool to teach the scholar replacement behaviors to diminish the errant behaviors while learning successful behaviors.
- Community Service
- Coached Project. Coached projects may include readings, writing, discussion and the creation of a product demonstrating understanding of the errant behaviors and corresponding success behaviors.
- Social Skills Lessons and Coaching
- Home projects for the scholar to complete with parent(s).

### Short-Term Suspension.\*

Scholars who are subject to suspension for 10 school days or less are entitled to the following due process:

- Verbal (or written) notice of charges;
- If the charges are denied:
  - A verbal (or written) explanation of the evidence;
  - An opportunity for the scholar to present his/her side of the incident;
- Principal or Dean of Students makes the final decision for short-term suspensions.

### Long-Term Suspension or Expulsion. \*

Students who are subject to suspension for more than 10 school days are entitled to the following due process:

- Written notice of the:
  - Specific charges, including applicable facts;
  - Specific school rules or policies that were violated;
  - Consequence being considered (e.g., long-term suspension, expulsion, etc.);
  - Date, Time, Location for a formal discipline hearing.
- A formal discipline hearing.

### Long-Term Suspension/Expulsion Hearing Rights of Parents/Students

The right to ...

- Have the hearing be presided over by an impartial hearing officer;
- Attend and participate in hearing;
- Bring legal counsel at the parents' sole expense;
- Obtain adverse evidence prior to hearing, including a list of the school's anticipated witnesses and copies of exhibits the school may introduce;
- Present evidence and witnesses (if properly disclosed to the school in advance of the hearing), and cross examine the school's witnesses; and
- Make a recording of the hearing or obtain a copy of the recording the hearing if the school creates one.

\*For behavioral infractions involving students with disabilities, additional procedures and requirements apply under IDEA or Section 504 when the contemplated discipline: (a) would exceed 10 cumulative school days in the current school year or (b) may result in a disciplinary change of placement.

### Vandalism and Graffiti of property

Paideia Academy spends thousands of dollars every year for the educational benefit of the scholars. This money includes keeping the building and grounds clean and repaired and purchasing instructional books, supplies and technology.

- *A.R.S Sec 2. 15-842 Damage to school property; suspension or expulsion of pupil; liability of parent.*
  - *A. A pupil who cuts, defaces or otherwise injures any school property may be suspended or expelled.*
  - *B. ... the parents or guardians of minors who have injured school property ARE liable for all damages caused by their children or wards.*

**Vandalism** is action involving deliberate destruction of or damage to public or private property.

**Graffiti** are writing or drawings that have been scribbled, scratched, or painted, typically illicitly, on a wall or other surface, often within public view.

Scholars who vandalize or graffiti any property belonging to Paideia Academies will be charged the full price of replacing or repairing the damaged or defaced property. The scholar's parent/guardian will be expected to pay the costs for repair or replacement. The scholar will receive demerit points and may be suspended or expelled from Paideia.

### Harassment, Threats, Bullying, Profanity

Harassment, threats, bullying and other aggressive behavior (e.g. verbal, written, text, or internet, digital), subtle or overt, by scholars or their parent/guardians, have no place in the lives of our scholars or the adults within our community. Such actions violate state and federal laws and will not be tolerated at The Paideia Academy. Teasing and making fun of others falls into the category of harassment. The Code of Conduct policy makes provisions for dealing with these violations. Disrupting the flow of the educational environment by any person may result in a call to the Police Department.

- *Profanity and obscene language* - Defined as words, phrases, or gestures that are socially recognized as obscene or profane. The school has zero tolerance for such language. This does not normally include words such as "shut-up" or "stupid". However, these types of words may be included under the heading of "bullying, intimidation, and teasing" if used in a harsh or intentionally hurtful fashion.
- *Bullying, intimidation, and teasing* - School bullying has both immediate and long-term detrimental effects and the school has zero tolerance for such behavior.
- *Cyber-bullying* is any form of harassment, threats, intimidation or bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyberbullying of any scholar of Paideia – regardless of time initiated – will result in the same consequences as if it were done at school.

**Retaliation** against or intimidation of a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited and will be considered unacceptable behavior within the meaning of the Paideia Code of Conduct. **Such retaliation** or intimidation may result in disciplinary action.

Anyone who believes they are a victim of harassment, threats, bullying or cyberbullying at The Paideia Academy, or knows of someone else who is, should report it **immediately** to the Principal or Dean of Students.

**Failure to report:** By failing to report incidents of bullying, the knowing party is complicit in the act and may receive demerits which could include suspension or expulsion.

### Paideia Pro-Social / Anti-Bully Campaign

Paideia Academy campaign against bullying is based on 3 key elements to promote a pro-social culture:

- 1) **Clearly and quickly address aggressive/non-social behaviors.**
  - a. Provide aid and assistance to the victim
  - b. Provide corrective action to include training and consequences to the aggressor



- c. Provide clear communication to families of victims and aggressors
- 2) **Focus on proactive leadership.**
  - a. To eliminate all unkind behaviors Paideia promotes proactive leadership culture and prosocial skills in our daily activities, curriculum and programs through The Leader In Me program.
  - b. Coach and train all in clear leadership communication skills.
- 3) **Emphasize Restorative Practices.**
  - a. Mindfulness practices
  - b. Restorative Circles
  - c. Clear communication practices
  - d. Recovery stations
- 4) **It is everyone's responsibility to be proactive** in eliminating bullying and all unkind behaviors
  - a. **Stand up!** Don't "stand by" - stand up!
  - b. **Speak up!** Don't be silent - speak up!

**Bullying has two key components:**

Repeated harmful acts and an imbalance of power.

- a. It involves repeated physical, verbal or emotional attacks or intimidation directed against a victim who
- b. Cannot properly defend him or herself because of size or strength, or because the victim is outnumbered or less emotionally resilient.

**Bullying includes:**

Assault, tripping, intimidation, rumor spreading and isolation, demands for money, destruction of property, theft of valued possessions, destruction of another's work, and name-calling. In the United States, several other school behaviors (some of which are illegal) are recognized as forms of bullying, such as:

- a. sexual harassment (e.g., repeated exhibitionism, voyeurism, sexual propositioning, and sexual abuse involving unwanted physical contact);
- b. ostracism based on perceived sexual orientation; and
- c. excessive and chronic teasing/taunting, to include
- d. cyber-bullying as outlined above.

**What is "NOT" Bullying:**

Not all taunting, teasing and fighting among schoolchildren constitutes bullying. "Two persons of approximately the same strength (physical or emotional/psychological) ... fighting or quarreling" is not bullying. Rather, bullying entails repeated and chronic acts by someone perceived as physically or emotionally/psychologically more powerful.

- a. Dislike for one another is not bullying
- b. Refusing to share a playground ball or activity is not bullying... unless...?
- c. Saying, "I don't want to be your friend" is not bullying... unless...?
- d. Disagreements between scholars is not bullying ... unless...?
- e. Teasing, while unkind and inappropriate is not bullying ... unless...?



f. Fighting, while not tolerated is not bullying... unless...?

While the above circumstances are not “bullying” they are unkind and certainly do not follow the Paideia way. We should address these circumstances but not in the same full-scale way we would with true bullying behaviors.

### Reporting, Investigation and Follow-up

Everyone in the Paideia community has the duty to know what bullying is and to immediately report it when witnessed or when suspicious of it happening.

- A Bully Report Form is available at the front office to all staff and community members.
- ALL Paideia staff will immediately report to the Principal when he/she witnesses or becomes aware of conduct that may be bullying or retaliation verbally and in writing using the Bully Report Form.
- The Principal or Dean of Students will promptly investigate by speaking in private with the victim, alleged aggressors and all adults and scholars who may be witnesses.

### Investigation, Restorative, Corrective and Disciplinary Measures

When the school Principal or Dean of Students receives a report, he or she shall promptly investigate documented through the school’s internal records system. If the school Principal or Dean of Students determines that bullying or retaliation has occurred, he or she shall:

- notify the parents or guardians of the target, and to the extent consistent with state and federal FERPA laws, notify them of the action taken to prevent any further acts of bullying or retaliation;
- notify and meet with the parents or guardians of the aggressor;
- take appropriate restorative, corrective and/or disciplinary action; and
- notify the local law enforcement agency if the school Principal or Dean of Students believes that criminal charges may be pursued against the aggressor.

### Creating a Pro-Social / Anti-Bully Environment at Paideia

Here are the proactive things we are doing at Paideia to create a pro-social environment:

- **The Leader In Me** 8 Habits of Highly effective People instills in our scholars and community a sense of leadership and purpose – To Live, To Love, To Learn and To Leave a Legacy of Goodness.
- **Rigorous Curriculum infused with Leadership and Pro-social content.** The Leader In Me program infuses the Seven Habits of Highly Effective People into most of the scholar’s academic work.
- **Morning greeting.** Every morning all scholars are greeted at the entrance gate with enthusiasm and love by the school leadership team. Scholars who might be at risk of being a victim or aggressor are greeted and given encouragement for their specific need. All scholars are greeted at the door with love and encouragement by their teacher as they enter the classroom.
- **Restorative Circle:** Restorative Practices is the framework adopted by Paideia Academies Community of schools for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. The Restorative Circle at Paideia is a highly structured intentional space and time for the teacher to bring the class together to promote connection, understanding and dialog for the group. The Restorative

Circle assists the class and school to create community to work out how we are going to be together including building relationships, establishing norms, and how we will work through differences and challenges.

- **Restorative Habit 5 Session.** The Restorative Habit 5 session brings together scholars who are in conflict under the guidance of a trained adult – Principal, school counselor or trained teacher. Conflicting scholars are guided in using Habit 5 – Seek first to understand, then to be understood by listening to other people’s ideas and feelings – to resolve their conflict, and find solutions for peace.
- **Mindfulness Meditation.** All teachers engage their scholars in daily mindfulness practice. This is a time for everyone to Stop, Breathe, and Think. It is a time to received guided messages about prosocial self-care behaviors. We encourage all families to learn more and establish mindfulness practices at home.
- **Recovery Stations.** Each classroom and located in several other areas, recovery stations are a place your scholar can go to regain a calm demeanor. Ask your teacher for more information.
- **Scholar Success Guide.** Scholars who get into trouble with the Code of Conduct may be placed on a Scholar Success Guide. This is a positive behavioral intervention that targets pro-social behavioral skills for the scholar to focus. It includes supports from the teacher, family, Principal, and school social worker. It also provides affirmative and corrective consequences for following or failing to follow the success guide plan.
- **Scholar Leadership.** All scholars grades 3 through 12 have opportunity to join a school-wide leadership team (e.g., Urban Farm Team, Green Earth Team, Service Leadership, Peer Tutoring, Peer Mediator, Transportation Leaders, Scholar Lighthouse). These teams provide opportunity for pro-social service and connectivity to a positive and supportive team.
- **New Scholar Ambassador.** Every new scholar to Paideia is assigned a New Scholar Ambassador. Two of the Scholar Ambassador Team give the new scholar a tour of Paideia highlighting all the areas of Paideia to help the new scholar adjust. These lighthouse scholars then check-in regularly with the new scholar to make sure he or she is adjusting well and offer help and encouragement.
- **Peer Mediation.** Peer mediation is a **process where trained scholars act as neutral mediators.** These scholars work with their peers to uncover the root causes of their disputes and help the scholars utilize the 7 Habits to resolve conflict.

## PLA School Counselor.

**Contact our school counselor if you need to speak with another school administrator.**

## Stand Up! Speak Up!

Its everyone’s responsibility to create and protect the Paideia pro-social culture. **We ask parents to help us** teach our scholars to stand up and speak up against any and all unkind words and actions.

- **Stand up!** *Anytime* and *anywhere* and *anyone* who hears or sees unkind acts or language must stand up for the victim by,
  - Walking to the targeted person and

- Standing up with the person shoulder to shoulder and
- Making the person feel safe, wanted and loved
- **Speak up!** Anytime and anywhere and anyone who hears or sees unkind acts or language must firmly hold one hand up in the stop signal and say,



*“Hey, don’t do that to (me, her, him, them), I/we don’t like it!”*



and then turn the stop hand into a friend-hand and say,  
*We just want to be friends.”*

If this does not resolve the aggression it is everyone’s duty to report acts or language of unkindness to include bullying to a teacher, the Principal or other adult authority. Bullying report forms are available in the front office.

### **Our Commitment to Physical, Mental, Emotional and Social Safety**

Paideia Academy leadership, staff and educators are committed to the physical, mental, emotional and social safety of everyone within the Paideia community. If you are concerned about the safety of your scholar, please contact one of the following administrators:

- Principal: Dr. Winsor [bwinsor@paideiamail.com](mailto:bwinsor@paideiamail.com)
- Dean of Students: Mr. Gilmer [pgilmer@paideiamail.com](mailto:pgilmer@paideiamail.com)
- School Counselor: Mrs. Jack [rjack@paideiamail.com](mailto:rjack@paideiamail.com)

### **School Consequences and Due Process**

#### **Alternatives to Suspension ARS 15-841 p1**

The Paideia philosophy is to nurture each person to make productive choices. The primary consequence at Paideia is to assist the erring scholar to restore peace and harmony to the community. We understand that scholars will make poor choices that lead to more restrictive consequences such as suspension and expulsion. In every case possible, Paideia will attempt an alternative to restrictive consequences. Even so, there are instances in which the scholar must be removed from the environment to help the environment readjust and to assist the erring scholar to reconsider the errant behaviors associated with the suspension. Alternatives to suspension are administered according to the judgement of the campus principal and in counsel with the Scholar Support Coach and School Social Worker. Examples of alternatives to suspension may include but are not limited to:

- Recovery Station – extended time. This alternative to suspension has the scholar remove him or herself to reflect on the behaviors, the negative impact the behaviors have had on self and others and to come up with a solution to restore relationships and the community.
- Restorative Circles. These circles may consist of 2 or more scholars. In these circles, scholars are guided in using Habit 5 to seek to understand and to be understood and habit 4 to find win/win solutions.



- Success Guide Probation/Restriction – (Alternative to Suspension ARS 15-841 p 1): The Success Guide Probation is an alternative to long-term suspension with the end-in-mind to teach the scholar proactive replacement behaviors opposite those that are interrupting the scholar’s success at Paideia.  
Success Guide Restriction allows the scholars to remain at school but have restrictions during the day. Success Guide Restriction may be for recess, lunch, partial or full day. During Success Guide restriction scholars will be separated – to the extent possible – from their peers. Scholars who are on Success Guide Restriction are not allowed to participate in any leadership jobs until released. If the scholar is disruptive or uncooperative during Success Guide Restriction, the scholar will receive demerit points and considered for suspension or expulsion. Scholars who are chronically disruptive in class, disruptive to the Leader In Me culture or who have received 20 or more demerit points may be placed on Success Guide Restriction. These students may be expelled from Paideia.
- Community Service
- Coached Restorative Project. Coached projects may include readings, writing, discussion and the creation of a product demonstrating understanding of the errant behaviors and corresponding success behaviors.
- Social Skills Lessons and Coaching
- Home projects for the scholar to complete with parent(s).

### **Off-Campus-Suspension (OCS):**

This is a last resort consequence when the scholar has not responded positively to other consequences. This consequence may also be used for violent or vulgar behavior in order to remove an offending scholar from the rest of the population. This consequence may also be used to remove a scholar while the parent meets with the Executive Leadership Team to determine further consequences.

If a scholar is suspended for any reason, the parent must pick up the scholar immediately when contacted. Scholars are not permitted on the school grounds for any reason while suspended or expelled. Teachers are not required to send home work for scholars while on suspension. Parents may email the teachers to request work with 24-hour notice.

#### **Short-Term Suspension.**

Scholars who are subject to suspension for 10 school days or less are entitled to the following due process:

- Verbal (or written) notice of charges;
- If the charges are denied:
  - A verbal (or written) explanation of the evidence;
  - An opportunity for the scholar to present his/her side of the incident;
- Principal makes the final decision for short-term suspensions.



### Long-term Suspension/Expulsion.

The Principal recommends a scholar for long-term suspension or expulsion. Once the scholar is referred for expulsion, the scholar may not return to the school until an expulsion hearing is held with the parents and the Executive Leadership Team. Only the Executive Leadership Team is authorized to expel a scholar. (*Also see Due Process*) According to ARS 15-841 paragraph B:

*B. A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section 13-105, use or possession of a gun, or excessive absenteeism... A school district may expel pupils for actions other than those listed in this subsection as the school district deems appropriate.*

Students who are subject to suspension for more than 10 school days are entitled to the following due process:

- Written notice of the:
  - Specific charges, including applicable facts;
  - Specific school rules or policies that were violated;
  - Consequence being considered (e.g., long-term suspension, expulsion, etc.);
  - Date, Time, Location for a formal discipline hearing.
- A formal discipline hearing.

### Long-Term Suspension/Expulsion Hearing Rights of Parents/Students:

The right to ...

- Have the hearing be presided over by an impartial hearing officer;
- Attend and participate in hearing;
- Bring legal counsel at the parents' sole expense;
- Obtain adverse evidence prior to hearing, including a list of the school's anticipated witnesses and copies of exhibits the school may introduce;
- Present evidence and witnesses (if properly disclosed to the school in advance of the hearing), and cross examine the school's witnesses; and
- Make a recording of the hearing or obtain a copy of the recording the hearing if the school creates one.

\*For behavioral infractions involving students with disabilities, additional procedures and requirements apply under IDEA or Section 504 when the contemplated discipline: (a) would exceed 10 cumulative school days in the current school year or (b) may result in a disciplinary change of placement.

## **Communication**

### **Infinite Campus**

Paideia Academies Inc has implemented a unique way for parents to check and update important data, such as your scholar's attendance, emergency contact information, and academic progress by viewing the grade-book entries from their teacher. This access is provided via a real time web portal that is dynamically linked to the school's student information system, Infinite Campus. This is an encrypted