



**Student Behavioral Expectations
and Procedures
SY 25- 26**

Table of Contents

School in the Square (S2) Student Behavioral Expectations and Procedures.....	4
Introduction.....	4
Promoting Positive Student Behavior.....	4
Warm, Inviting School and Classroom Culture.....	4
Positive Relationships with Students and Families.....	5
Explicitly Taught Desired Behaviors.....	5
Opportunities to Practice Desired Behaviors (with feedback).....	5
La Placita.....	5
Classroom Routines and Structures.....	5
Incentives.....	6
Celebration Circles.....	6
Achievement Exhibitions.....	6
Social Emotional Learning.....	6
Restorative Practices.....	6
Conflict Resolution and Mediation.....	7
Reflection and Repair.....	7
Restorative Practices Circles.....	7
Behavioral Supports and Interventions (In alphabetical order).....	8
Calming Corner/Cool-Off Space.....	9
Check In/Check Out.....	9
Collaborative Problem Solving.....	9
Community Service (with parent/guardian consent).....	9
Development of Individual Behavior Contract/Chart.....	9
Individual/Group Counseling (with parent/guardian consent).....	10
Individualized Support Plan (ISP).....	10
Mentoring.....	10
Parent(s)/Guardian(s) Outreach.....	10
Referral for Mental Health Support Services.....	10
Referral to Student Support Services Team.....	11
Restorative Practices.....	11

Student Conference/Family Conference.....	11
Disciplinary Consequences (In order of severity of response).....	11
Redirection/Warning.....	12
Behavior Referral.....	12
Loss of Privileges.....	12
Temporary Confiscation.....	12
Student Reflection, including Lunch Reflection/After School Reflection.....	13
Temporary Exclusion from District-Provided Transportation.....	13
Short-term In-school Suspension.....	13
Short-term Out-of-school Suspension.....	13
Long-term Out-of-school Suspension.....	14
Expulsion.....	14
Student Responsible Behavior Code.....	14
S2 (K-12) Responsible Behavior Code.....	15
PRIMARY: Elementary School (Grades K-5) Responsible Behavior Code.....	16
Level 1: Uncooperative/Non-Compliant Behavior.....	17
Level 2: Disorderly Behavior.....	18
Level 3: Disruptive Behavior.....	19
Level 4: Aggressive, Harmful, or Violent Behavior.....	21
SECONDARY: Middle and High School (Grades 6-12) Responsible Behavior Code....	23
Level 1: Uncooperative/ Non-Compliant Behavior.....	24
Level 2: Disorderly Behavior.....	25
Level 3: Disruptive Behavior.....	26
Level 4: Aggressive, Harmful, or Violent Behavior.....	25
Policies and Procedures.....	28
Non-Discrimination.....	30
Search and Seizure.....	30
Gun Free Schools Act Policy.....	30
Procedures and Due Process for Short-Term Suspension.....	31
Procedures and Due Process for Long-Term Suspension or Expulsion.....	33
Provision of Instruction During Removal.....	32
Discipline for Students with Disabilities.....	32
Provision of Services During Removal.....	35

Additional Due Process: Manifestation Determination Review (MDR).....	37
Students with a Section 504 Plan and “Deemed to Know” Students.....	38
Compliance with the Child Find Requirements of IDEA.....	39
Dignity for All Students Act (“DASA”) Policy.....	39
Addressing Bullying and Bias-Based Behavior.....	41
Prevention and Intervention.....	41
The S2 Approach to DASA Education.....	43
Scholastic Dishonesty Appendix.....	46

School in the Square (S2) Student Behavioral Expectations and Procedures

Introduction

At School in the Square (S2), we strive to build and sustain a safe community where all students feel a sense of belonging and are celebrated as well as respected for their uniqueness and individuality. S2 takes a proactive role in promoting social emotional learning by acknowledging when students demonstrate positive behaviors, using affirming and reinforcing language to encourage desired behaviors. S2 staff work diligently to create meaningful relationships with students and opportunities for students to explore their sense of autonomy while also empowering them to make responsible choices.

Like all of us, students will have moments in which they make mistakes. Through reflective approaches, students will learn to find and use their voices in order to repair disagreements and engage in acts of empathy and forgiveness. Additionally, S2 strongly believes that family partnerships are the key to student success. Our teachers will maintain ongoing communication with parents/guardians to discuss behavioral expectations, highlight progress towards those expectations, and collaboratively implement steps to gradually support all students in demonstrating responsible behavior.

Promoting Positive Student Behavior

S2 promotes a positive school culture so that students can thrive academically and socially. Our school staff recognize that when students feel seen and have a sense of belonging, these factors have a profound impact on students' academic progress and their relationships with peers and adults. Our approach is student-centered, restorative, and encourages the academic, social, and emotional growth of all students.

S2 offers multiple proactive behavior supports to foster a community where students' social emotional learning needs are prioritized:

Warm, Inviting School and Classroom Culture

Our goal is for students to feel affirmed and welcomed from the moment they walk in the door. The physical environment reflects our students' work and a positive culture, reinforcing our values. We get to know our students' interests and weave them into the classroom curricula. All teachers strive to ensure their classrooms are a space where students feel valued, expectations are consistent, and the content is made relevant to students' lives.

Positive Relationships with Students and Families

S2 prioritizes and provides frequent opportunities for family partnership. We recognize that educating our students is a collaborative effort with the families we serve and invest time in building positive relationships with all students and families, along with inviting families to participate in conversations to address any concerns.

Explicitly Taught Desired Behaviors

At the beginning of each school year, and throughout the year as needed, school staff spend time teaching students about desired school behaviors for common spaces – dining hall, recess, hallways, bathrooms – in addition to explicitly teaching and practicing the desired behaviors in all classrooms. These behaviors are reinforced by classroom teachers, and in smaller groups in La Placita (described below).

Opportunities to Practice Desired Behaviors (with feedback)

Students will practice desired behaviors for classroom and school-wide routines, and they receive feedback from school staff. This happens at the start of the year and ongoing as needed or as new expectations and routines are introduced. The same is possible even in 1:1 or small group settings, as adults will reinforce and give feedback around expected behaviors.

La Placita

This small group, advisory-type structure is in place so that students have a home within the broader school home and a select adult advisor who can support them throughout the year. In La Placita, there are opportunities for community building, social emotional learning, academic advising, and addressing students' interpersonal needs.

Classroom Routines and Structures

Teachers will explicitly teach classroom routines and structures and ensure students understand and practice. Consistency and predictability are important for a safe environment and students are expected to follow the established routines and structures so that the learning environment is safe and learning time is maximized.

Incentives

Each campus offers a variety of incentives for students exhibiting positive behavior. These can include spirit weeks, celebratory meals, public awards, dress down days, field trips, overnight trips, and other privileges and social activities inside or outside of school.

Celebration Circles

Celebration Circles can include acknowledging community and individual achievements, and birthdays. They are also used to celebrate identity, culture, and the sustainable positive outcomes of restorative circles. Celebrating these moments strengthens the relationships that are at the foundation of our school.

Achievement Exhibitions

Achievement exhibitions are whole school celebrations of student academic and community achievements. These can be academic awards for achievement or growth, along with awards for values-aligned actions. Often these awards are celebrated in a whole school assembly where families are invited to attend.

Social Emotional Learning

S2 equips students with skills to manage emotions, set positive goals, show empathy for others, and establish positive relationships, because we believe social emotional learning helps students make responsible and constructive decisions.

Restorative Practices

S2 adheres to the principles of Restorative Practices, which are grounded in the belief that a person who causes harm to an individual or community should acknowledge and take responsibility for their actions. At S2, we focus on the needs of the people impacted by the harmful behavior and what the person who caused harm can do to make it right. We consider the circumstances involved and explore strategies that will prevent the behavior from recurring. Restorative Practices include:

- Reflection (student(s) and staff member(s) process incident);
- Mediation (students involved in community circles or conferences);

- Individual/group conferencing (prep work and series of questions regarding harm done); and
- Make amends through action (amicable agreement through circles).

We use Restorative Practices to strengthen relationships between individuals as well as social connections within our community. We aim to empower students to understand that their behavior affects others, follow S2 rules, and internalize the reasons why we have them.

Where appropriate, a disciplinary consequence(s) may accompany a restorative approach. There may also be times when a restorative approach is not appropriate or when a student does not agree to participate in a restorative process, in which case only the disciplinary consequence may be imposed.

S2 employs multiple restorative approaches to provide support to students:

Conflict Resolution and Mediation

S2 provides students with time and space to voluntarily resolve conflicts in a structured and productive manner. This may involve individuals or groups. No student will be forced to participate in conflict resolution or mediation activities, but it is highly encouraged as an effective means to repair strains on relationships within the community.

Reflection and Repair

As part of our restorative practice approach, students will be given the opportunity to address the harm they have caused, even if it appears only to affect themselves. The nature of the repair action will be determined in a conference with school staff, parent(s)/guardian(s), and when appropriate and to the extent possible, will involve the student(s) in discussion. Examples of repair include replacing, fixing, or cleaning damaged property; service or assistance to make up for lost time; community service; and/or written or verbal apologies.

Restorative Practices Circles

Community Building/Problem Solving Circles

We use Community Building Circles to engage members of the S2 community to develop the following skills: active listening, empathy, sharing, and what their contribution to developing a safe/brave space looks and sounds like.

Restorative/Repair Circles

Restorative/Repair Circles are conducted when conflict happens or when harm is done. The purpose of the circle is to repair the harm caused by an individual(s) to the community, by acknowledging what happened, the harm caused, and what the steps are to make things right. These circles can be used when members of the community have a concern or conflict with other members.

As part of the prep work before initiating Restorative/Repair Circles after a harmful incident, there are a series of questions used to help give individuals guidance on how to process the event. Individuals should initially be spoken to separately from others involved. Once all parties are able to process and answer all questions in an amicable manner, all parties can be brought together to conduct a circle or conference. A member of the school staff will lead Restorative/Repair Circles and will provide additional support to all parties.

Behavioral Supports and Interventions (In alphabetical order)

S2 provides supports and interventions as an integral way to support students and help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support may include any of the interventions that best meet the academic or social emotional needs of the student, as determined by academic data, or input from teachers, family members, counselors or the students themselves. Whenever possible, S2 makes an effort to provide students with supports and/or interventions prior to imposing discipline, but there may be times when a disciplinary response is imposed without first trying a support or intervention, based on the nature of the incident. In a situation where a student is removed from class, they will return as promptly as possible and be given the opportunity to complete any schoolwork that is missed.

Calming Corner/Cool-Off Space

Teachers create spaces in their classrooms where students can go – with permission – to calm themselves or cool off. They are taught how to regulate their emotions and how to use these spaces so that they feel safe and so learning is not disrupted for other students. These spaces are designed to be age-appropriate, so in upper grade levels this could also include permission to visit a separate location, such as a counselor's office.

Check In/Check Out

This structure provides students with two daily touch points – typically one in the morning and one in the afternoon – with a trusted adult. This allows for daily monitoring of goals, quick check in on emotional regulation, and builds trust through consistency.

Collaborative Problem Solving

When a student engages in challenging behavior, a trained school staff member can use the collaborative problem-solving process to identify the specific issues that are precipitating the behavior, articulate the concerns about the behavior, engage the student in a collaborative process to address the underlying reasons for the behavior, and decide upon a plan of action that is both realistic and mutually acceptable to both.

Community Service (with parent/guardian consent)

Community service allows students to develop skills and engage in real-life solutions to help communities. It holds students accountable for their behavior and allows them to make positive amends to the community in order to counter their earlier misconduct. Community service could be an assignment within the school community as well.

Development of Individual Behavior Contract/Chart

The student meets with school staff to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and staff and, where appropriate, by the parent(s)/guardian(s).

Individual/Group Counseling (with parent/guardian consent)

Individual counseling provides students with an outlet to privately share issues that may be negatively impacting their attendance, behavior, and/or academic success. Counseling can address needs such as stress management, anger management, and conflict resolution and/or communication skills, etc. Students discuss and formulate goals and learn problem-solving strategies that will enable them to address a variety of personal challenges. Counselors conference with parent(s)/guardian(s) on a regular basis to discuss the student's academic and personal progress.

Individualized Support Plan (ISP)

An Individualized Support Plan (ISP) is a written plan to support students who have been the victim or the initiator of bullying, harassment, intimidation, discrimination, and other aggressive behaviors. It contains, among other things, interventions and support for the student and provisions for designated school staff to consult with the student and/or their parent(s)/guardian(s), at specified times, to determine whether the behavior has improved. It is useful in student cases warranting a more targeted approach and/or involving regular monitoring.

Mentoring

Students are matched with a mentor/coach or a mentoring program in order to work with a school staff member, student, and/or community partner for personal, academic, and social development.

Parent(s)/Guardian(s) Outreach

School staff keep parent(s)/guardian(s) informed of their student's behavior and enlist parent(s)/guardian(s) as partners in addressing areas of concern. Outreach to parent(s)/guardian(s) can include a phone call and/or written communication.

Referral for Mental Health Support Services

Students may be referred to receive services from an outside counseling, mental health, or mentoring agency.

Referral to Student Support Services Team

Students may be referred to the Student Support Services Team, including Student Support Services Coordinator, Learning Specialist, Academic Interventionists, Social Worker, or School Counselor for support with academics or behavior within school.

Restorative Practices

Restorative practices, as more fully described above, are used to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs. Restorative practices include conflict resolution and mediation, reflection and repair, circle process, restorative projects, and formal restorative conferencing. Neither mediation nor conflict resolution is, under any circumstances, an appropriate intervention for bullying or intimidation due to an imbalance of power associated with bullying and intimidation.

Student Conference/Family Conference

School leaders and teachers may request a conference with the student and, where appropriate, with the parent(s)/guardian(s). This conference may also include a member of the school's social emotional learning team. The purpose of the conference is to review the behavior, find solutions to the problem, and address academic, personal, and social issues that might have caused or contributed to the behavior. This conference may also include the creation of a behavior contract or an update to an existing behavior contract that includes objectives and incentives for the desired behavior.

Disciplinary Consequences (In order of severity of response)

Whenever possible, S2 aims to keep students in the learning environment and uses a range of techniques in order to support and redirect students within the classroom. S2 also has a range of disciplinary responses that can be used to hold students accountable for inappropriate behavior, as follows:

Redirection/Warning

Teachers and other school staff will redirect the student to the expected behavior and may give a warning if the behavior persists, letting the student know what the next consequence will be. Depending on the type of behavior, the next consequence could be a seat change, check-in with the teacher, or a behavior referral.

Behavior Referral

If a teacher has redirected the student behavior within the classroom and the student's behavior persists, the teacher may create a behavior referral, where an administrator or member of the Social Emotional Learning (SEL) team will come to support the student. The student may be taken to another space to reflect, practice behaviors, and will be brought back to the classroom if the student's behavior improves. The student will return to class promptly and be given the opportunity to complete any schoolwork that is missed, and the student's parent(s)/ guardian(s) will be notified of the referral. If the student's behavior does not improve, the SEL team will work with the student to identify any underlying issues and determine if further interventions are necessary.

Loss of Privileges

When a student engages in challenging behavior, they may lose the privilege to participate in field trips, school-wide incentives, social activities, or other earned privileges, with parent(s)/guardian(s) notification. The student will be provided with instruction.

Temporary Confiscation

Teachers or other staff members may temporarily confiscate cell phones or other personal technology, or other items that disrupt the learning environment. Parent(s)/guardian(s) will receive communication following the confiscation of a student's device or other item, which will be returned to the student at the end of the school day.

Student Reflection, including Lunch Reflection/After School Reflection

During student reflection, students take time to write out or verbally describe what happened during a behavioral incident. The student takes the opportunity to reflect on their behavior and have a restorative conversation, as needed, with another student or a teacher, and address ways to respond differently in the future. This is often accompanied by a re-entry conversation before the student enters the learning space. In all instances, parent(s)/guardian(s) are notified.

Temporary Exclusion from District-Provided Transportation

The Principal may temporarily exclude a student (other than a student with an IEP or 504 Plan mandating bus service) from district-provided transportation, based upon the student's behavior on the bus, if all other attempts to resolve such behavior fail. Prior to excluding a student from the bus, the Principal will arrange a conference with the student's parent(s)/guardian(s) and other appropriate personnel to help resolve the student's behavioral problems on the bus and to arrange other means, if necessary, of getting the student to school. Exclusion from the bus does not mean suspension from school and shall not last for longer than five (5) consecutive days.

Short-term In-school Suspension

A short-term in-school suspension refers to the removal of a student from the S2 school community for disciplinary reasons for a period of up to ten (10) days. During an in-school suspension, a student will remain in school for the entire day but will be provided with instruction in a separate location. Procedures for short-term suspensions are set forth below.

Short-term Out-of-school Suspension

A short-term out-of-school suspension refers to the removal of a student from the S2 school community for disciplinary reasons for a period of up to ten (10) days. All students serving a short-term out-of-school suspension of any length will be provided with alternative instruction as described below. Procedures for short-term suspensions are set forth below.

Long-term Out-of-school Suspension

A long-term out-of-school suspension refers to the removal of a student from the S2 school community for disciplinary reasons for a period of more than ten (10) days. All students serving a long-term out-of-school suspension will be provided with alternative instruction as described below. Procedures for long-term out-of-school suspension are set forth below.

Expulsion

Expulsion refers to the permanent removal of a student from the S2 school community for disciplinary reasons. Alternative instruction will be provided to a student who is expelled as described below. Procedures for expulsion are set forth below.

Student Responsible Behavior Code

At S2, we want to ensure that there is a fair and consistent code of conduct ("Responsible Behavior Code"), so that students know what is expected of them at all times. We have developed a school-wide discipline system that recognizes students for positive behavior, while ensuring that appropriate disciplinary action is taken when students do not adhere to the Responsible Behavior Code.

Student disciplinary offenses are those actions or inactions that violate the School's Responsible Behavior Code or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is:

- at school, whether remote or in-person, and/or on school grounds;
- participating in a school-sponsored event or activity, whether remotely or in-person;
- walking to or from school or a school-sponsored event or activity;
- walking to or from, waiting for, or riding on school provided or district provided transportation; or
- walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored event or activity conducted off school grounds.

School-related disciplinary offenses may also include misconduct outside of school, including texting, e-mailing, and/or activity on social media, when such behavior can be demonstrated to negatively affect the school learning environment or endanger the school community.

School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the behavior and the circumstances/context in which the behavior occurred;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parent(s)/guardian(s), teachers and/or others, as appropriate;
- The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP) and/or 504 Plan, if applicable;
- The student's attitude; and
- Other relevant factors.

When a student does not meet behavioral expectations and a violation of the School's Responsible Behavior Code has occurred, clear and consistent disciplinary action and other consequences will ensue, as further described below. When required, school administration will contact law enforcement authorities.

S2 (K-12) Responsible Behavior Code

S2 categorizes behaviors into four levels. A range of behavioral supports and interventions and disciplinary responses for each level appears below. We understand that consistent and fair discipline approaches are necessary to promote effective behavior management. Whenever possible and appropriate, the response to misbehavior will begin with the lowest level of responsible behavior. We work to create helpful learning experiences that will encourage students to choose responsible behaviors.

PRIMARY: Elementary School (Grades K-5) Responsible Behavior Code

The following lists provide examples of violations of the Responsible Behavior Code that may result in disciplinary consequences. The lists may be modified from time to time or supplemented by S2 upon advance notice to students and families.

Level 1: Uncooperative/Non-Compliant Behavior

- 1.1 Breaking classroom/school-wide agreements
- 1.2 Using inappropriate language
- 1.3 Causing a disruption in the classroom
- 1.4 Possession or use of cell phone or other personal technology devices in violation of school policies
- 1.5 Failing to be in one's assigned place on school premises, including leaving class without permission
- 1.6 Running away from school personnel
- 1.7 Minor hitting, pushing, and play fighting
- 1.8 Using school materials, technology and/or school property improperly
- 1.9 Bringing items or using items in school in violation of school policy
- 1.10 Posting or distributing material on school premises without permission

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian consent)
- Individualized Support Plan (ISP)
- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support Services Team
- Restorative Practices
- Student Conference/Family Conference

Range of Possible Disciplinary Responses

- Redirection/Warning
- Loss of Privileges
- Temporary Confiscation
- Student Reflection

Level 2: Disorderly Behavior

- 2.1 Repeated level one infraction
- 2.2 Engaging in disruptive behavior on the school bus
- 2.3 Engaging in verbal conflict
- 2.4 Engaging in verbal threat to harm
- 2.5 Violating S2's Internet Use Policy (e.g., use of S2 computers for non-educational purposes) in non-criminal, non-harmful way (i.e., playing a game)
- 2.6 Using electronic technology inappropriately (including but not limited to unauthorized audio/video recording or inappropriate social media use)
- 2.7 Engaging in minor scholastic dishonesty (see appendix pg. 43)
- 2.8 Gambling

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian consent)
- Individualized Support Plan (ISP)
- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support Services Team
- Restorative Practices
- Student Conference/Family Conference

Range of Possible Disciplinary Responses

- Redirection/Warning
- Behavior Referral
- Loss of Privileges
- Temporary Confiscation
- Student Reflection
- Temporary Exclusion from District-Provided Transportation

Level 3: Disruptive Behavior

- 3.1 Repeated level two infraction
- 3.2 Engaging in harassing, intimidating, or bullying behavior, including through electronic communications and postings on social media
- 3.3 Stealing from others or school
- 3.4 Hitting, pushing, shoving, fighting, or biting, causing physical injury or showing intent to physically injure another person
- 3.5 Engaging in inappropriate or unwanted physical contact, or touching someone in a private part of body
- 3.6 Causing visible injury
- 3.7 Having and/or using tobacco, cigarettes, e-cigarettes, matches, lighters, vaping devices, or other atomizers
- 3.8 Using slurs based upon actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, or sex
- 3.9 Bringing unauthorized persons to school or allowing unauthorized persons to enter school
- 3.10 Engaging in vandalism, graffiti or other damage to school property or property belonging to others
- 3.11 Engaging in major scholastic dishonesty (see appendix pg. 43)
- 3.12 Leaving school premises without permission
- 3.13 Defying or disobeying school personnel, security guards, and/or first responders in a way that substantially disrupts the educational process and/or poses a danger to the school community
- 3.14 Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian consent)
- Individualized Support Plan (ISP)
- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support Services Team
- Restorative Practices
- Student Conference/Family

Conference

Range of Possible Disciplinary Responses

- Behavior Referral
- Loss of Privileges
- Temporary Confiscation
- Student Reflection
- Short-term in-school suspension
- Short-term out-of-school suspension

Level 4: Aggressive, Harmful, or Violent Behavior

4.1 Repeated level three infraction

4.2 Pressuring, threatening, planning, or instigating an act of violence, injury, or harm to other(s)

4.3 Engaging in harassing, intimidating, or bullying behavior with intent to harm, including using electronic communication to engage in such behavior (cyber-bullying), which could be based on an individual's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, or sex; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass

4.4 Having, using, distributing, or selling a weapon or weapon-like object or substance that can harm others

4.5 Engaging in any violent behavior

4.6 Having, using, distributing, or selling controlled substances or prescription medications without appropriate authorization, illegal (or other) drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol

4.7 Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)

4.8 Falsely activating a fire alarm or other disaster alarm

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian consent)
- Individualized Support Plan (ISP)
- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support Services Team
- Restorative Practices
- Student Conference/Family

Conference

Range of Possible Disciplinary Responses

- Behavior Referral
- Loss of Privileges
- Temporary Confiscation
- Student Reflection
- Short-term in-school suspension
- Short-term out-of-school suspension
- Long-term out-of-school suspension
- Expulsion

SECONDARY: Middle and High School (Grades 6–12) Responsible Behavior Code

The following lists provide examples of violations of the Responsible Behavior Code that may result in disciplinary consequences. The lists may be modified from time to time or supplemented by S2 upon advance notice to students and families.

Level 1: Uncooperative/ Non-Compliant Behavior

- 1.1 Breaking classroom/school-wide agreements
- 1.2 Using inappropriate language
- 1.3 Causing a disruption in the classroom
- 1.4 Possession or use of cell phone or other personal technology devices in violation of school policies
- 1.5 Failing to be in one's assigned place on school premises, including leaving class without permission
- 1.6 Running away from school personnel
- 1.7 Minor hitting, pushing, and play fighting
- 1.8 Being untruthful
- 1.9 Using school materials, technology and/or school property improperly
- 1.10 Bringing items or using items in school in violation of school policy
- 1.11 Posting or distributing material on school premises without permission
- 1.12 Being out of uniform

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian)
- Individualized Support Plan (ISP)
- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support Services Team
- Restorative Practices
- Student Conference/Family Conference

Range of Possible Disciplinary Responses

- Redirection/Warning
- Loss of Privileges
- Temporary Confiscation
- Student Reflection

Level 2: Disorderly Behavior

- 2.1 Repeated level one infraction
- 2.2 Engaging in disruptive behavior on the school bus
- 2.3 Engaging in verbal conflict
- 2.4 Engaging in verbal threat to harm
- 2.5 Violating S2's Internet Use Policy (e.g., use of S2 computers for non-educational purposes) in non-criminal, non-harmful way (i.e. playing a game)
- 2.6 Using electronic technology inappropriately (including but not limited to unauthorized audio/video recording or inappropriate social media use)
- 2.7 Engaging in minor scholastic dishonesty (see appendix pg. 43)
- 2.8 Gambling
- 2.9 Refusing to get into uniform
- 2.10 Giving false or misleading information in a safety situation

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian consent)
- Individualized Support Plan (ISP)
- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support Services Team
- Restorative Practices
- Student Conference/Family Conference

Range of Possible Disciplinary Responses

- Redirection/Warning
- Behavior Referral
- Loss of Privileges
- Temporary Confiscation
- Student Reflection
- Temporary Exclusion from District-Provided Transportation

Level 3: Disruptive Behavior

- 3.1 Repeated level two infraction
- 3.2 Engaging in harassing, intimidating, or bullying behavior, including through electronic communications and postings on social media
- 3.3 Stealing from others or school
- 3.4 Hitting, pushing, shoving, fighting, or biting, causing physical injury or showing intent to physically injure another person
- 3.5 Engaging in inappropriate or unwanted physical contact, or touching someone in a private part of body
- 3.6 Causing visible injury
- 3.7 Having and/or using tobacco, cigarettes, e-cigarettes, matches, lighters, vaping devices, or other atomizers
- 3.8 Using slurs based upon actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, or sex
- 3.9 Bringing unauthorized persons to school or allowing unauthorized persons to enter school
- 3.10 Engaging in vandalism, graffiti or other damage to school property or property belonging to others
- 3.11 Engaging in major scholastic dishonesty (see appendix pg. 43)
- 3.12 Leaving school premises without permission
- 3.13 Defying or disobeying school personnel, security guards, and/or first responders in a way that substantially disrupts the educational process and/or poses a danger to the school community
- 3.14 Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means
- 3.15 Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, using phrases, making gestures or signs. Note: in determining whether the behavior is gang-related, school officials will consult with the NYPD Gang Unit)

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian consent)
- Individualized Support Plan (ISP)

- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support

- Services Team
- Restorative Practices
 - Student Conference/Family Conference

Range of Possible Disciplinary Responses

- Behavior Referral
- Loss of Privileges
- Temporary Confiscation
- Student Reflection
- Short-term in-school suspension
- Short-term out-of-school suspension
- Long-term out-of-school suspension

Level 4: Aggressive, Harmful, or Violent Behavior

4.1 Repeated level 3 infraction

4.2 Coercing, threatening, planning, or instigating an act of violence, injury, or harm to other(s)

4.3 Engaging in harassing, intimidating, or bullying behavior with intent to harm, including using electronic communication to engage in such behavior (cyber-bullying), which could be based on an individual's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, or sex; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass

4.4 Having, using, distributing, or selling a weapon or weapon-like object or substance that can harm others

4.5 Engaging in any violent behavior

4.6 Having, using, distributing, or selling controlled substances or prescription medications without appropriate authorization, illegal (or other) drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol

4.7 Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)

4.8 Falsely activating a fire alarm or other disaster alarm

4.9 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity

4.10 Engaging in sexual conduct on school premises or at school-related functions

4.11 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including but not limited to posting such material on the internet

Behavioral Supports and Interventions

- Calming Corner/Cool Off Space
- Check In/Check Out
- Collaborative Problem Solving
- Community Service (with

- parent/guardian consent)
- Development of Individual Behavior Contract/Chart
- Individual/Group Counseling (with parent/guardian consent)
- Individualized Support Plan (ISP)
- Mentoring
- Parent(s)/Guardian(s) Outreach
- Referral for Mental Health Support Services
- Referral to Student Support Services Team
- Restorative Practices
- Student Conference/Family Conference

Range of Possible Disciplinary Responses

- Behavior Referral
- Loss of Privileges
- Temporary Confiscation
- Student Reflection
- Short-term in-school suspension
- Short-term out-of-school suspension
- Long-term out-of-school suspension
- Expulsion

Policies and Procedures

Non-Discrimination

S2 welcomes all students equally. All students will be treated as individuals. Different treatment based on race, color, national origin, disability status, sex, sexual orientation, religion or any other characteristic protected by local, state, or federal law will not be tolerated. Anyone who feels that they have been treated differently on any such basis should speak with a counselor, who will apprise the Principal of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern.

Search and Seizure

For the safety of students and everyone in the S2 community, school property that is assigned to students, including but not limited to lockers, desks, and cubbies, remains the property of the school. Students, therefore, have no expectation of privacy in these areas. School authorities will make an individual search of a student's bag, backpack, cell phone, desk, lockers, and person only when there is reasonable suspicion to believe that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Searches will be conducted under the authorization of the Principal or the Principal's designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from students' desks, bags, backpacks, lockers, and persons by school authorities.

Gun Free Schools Act Policy

Federal and state laws require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of Schools may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

Any such expulsion must comply with the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities. "Firearm" as used in this law is defined by 18 USC § 921(a), and includes firearms and explosives.

The Head of Schools shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to the school. "Weapon" as used in this context shall mean any weapon, device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and half inches in length.

Procedures and Due Process for Short-Term Suspension

Short-term suspension refers to the removal of a student from the S2 school community for disciplinary reasons for a period of up to ten (10) days. This includes in-school and out-of-school suspension.

The Principal may impose a short-term suspension and shall follow due process procedures consistent with applicable federal case law, as follows:

- Before imposing a short-term suspension, the Principal shall notify the student orally of the charges against the student. If the student denies the misconduct, the Principal must provide an explanation of the evidence against the student.
- The student shall be informed of the evidence and shall be given an opportunity to deny or explain the charges against the student that led to the suspension.
- If the Principal decides to proceed with the short-term suspension, the Principal shall immediately notify the parent(s)/guardian(s) in writing that the student will be suspended from school.
- The written notice of suspension shall be provided by personal delivery or overnight express mail delivery within 24 hours of the decision to impose suspension, sent to the last known address(es) of the parent(s)/guardian(s). Notification also shall be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent(s)/guardian(s). An email will be sent in addition to both of the methods above.
 - The notice of short-term suspension shall provide a description of the incident(s) for which suspension is proposed and will inform the parent(s)/guardian(s) of their right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s)/guardian(s).

- At the conference, the parent(s)/guardian(s) of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of others who witnessed or were involved in the incident, under such procedures as the Principal may establish.
- The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

An appeal of the decision of the Principal to impose a short-term suspension may be made to the Head of Schools who shall make their decision based solely upon the record before them.

All appeals to the Head of Schools must be in writing and submitted to the Head of Schools within ten (10) calendar days of the date of the Principal's decision, unless the parent(s)/guardian(s) can show that extraordinary circumstances precluded them from doing so.

Appeals may be submitted via email to hos@schoolinthesquare.org or by letter sent to:

Head of Schools
School in the Square Public Charter School
12 Sherman Avenue
New York, NY 10040

The Head of Schools will issue a written decision within ten (10) school days of receiving the appeal. Final decisions of the Head of Schools may be appealed to the S2 Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board via email to boardchair@schoolinthesquare.org or by letter sent to:

Board of Trustees
School in the Square Public Charter School
12 Sherman Avenue
New York, NY 10040

The Board of Trustees will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board may be appealed to the school's authorizer:

New York State Education Department
Charter School Office
89 Washington Avenue
Room 5N Mezzanine
Albany, NY 12234
(518) 474-1762

Procedures and Due Process for Long-Term Suspension or Expulsion

A long-term suspension refers to the removal of a student from the S2 school community for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, consistent with applicable federal case law, will be followed:

- The student shall immediately be removed from class and/or school, as needed.
- The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain the student's side of the events.
- The Principal shall immediately notify the parent(s)/guardian(s) of the student, in person or on the phone.
- The Principal shall provide written notice that the school is going to commence a disciplinary hearing to the student and the student's parent(s)/guardian(s), by personal delivery or overnight express mail delivery as soon as possible to the last known address of the parent(s)/guardian(s). Such notice shall provide a description of the incident which resulted in the suspension and shall state that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion.
 - The notification provided shall be in the dominant language used by the parents(s) or guardian(s) if it is known to be other than English.

- The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present and challenge evidence.
- The school will set a date, time, and place for the formal hearing, which shall be set forth in the written notice described above.
- An audio recording of the formal hearing will be created and made available to all parties upon request.

The Head of Schools, or the Head of Schools' designee, shall serve as hearing officer and preside over the hearing. When the Head of Schools does not serve as hearing officer, the designated hearing officer shall provide a report to the Head of Schools which shall be advisory only, and the Head of Schools may accept or reject all or part of it. A written decision will be issued within five (5) school days after the formal hearing to the student and the student's parent(s)/guardian(s).

An appeal from the written decision may be made to the S2 Board of Trustees, which will make its decision based solely upon the record before it. All appeals must be in writing and submitted to the Board via email to boardchair@schoolinthesquare.org or by letter sent to:

Board of Trustees
 School in the Square Public Charter School
 12 Sherman Avenue
 New York, NY 10040

The Board of Trustees will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board of Trustees may be appealed to the School's authorizer:

New York State Education Department
Charter School Office
89 Washington Avenue
Room 5N Mezzanine
Albany, NY 12234
(518) 474-1762

Provision of Instruction During Removal

S2 will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the general curriculum of S2. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. All suspended students are entitled to receive alternative instruction commencing within 24 hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the student's suspension letter. All students will be provided with a minimum of three (3) hours per day of alternative instruction.

For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will take place at one of the S2 school facilities, or a library or another neighborhood location. The alternative instruction location will be communicated to the parent or guardian in the suspension letter. One or more of the following individuals will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

Discipline for Students with Disabilities

General

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 C.F.R. § 300.534—that a disability exists shall also be disciplined in accordance with these provisions. S2 shall comply with

Sections 300.530–300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

S2 shall maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the relevant behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate Committee on Special Education (CSE) for any consideration of changes.

A student identified as having a disability shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to notification and involvement of the parent or guardian.

S2 will ensure that the Student Support Services Coordinator or special education teacher and/or the general education teacher will attend all meetings regarding their students initiated by the CSE of the student's district of residence. These meetings could be relating to the development and implementation of behavior intervention plans, initial referrals, change in service, annual reviews, or Manifestation Determination Reviews (MDRs), among other things.

Provision of Services During Removal

S2 will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. §§ 300.530 and 300.531.

Students removed for a period of fewer than ten (10) cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master the

curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of the student's IEP. In these cases, school personnel, in consultation with the student's special education teacher, shall make the service determination.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of the student's IEP. The CSE of the student's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance and/or serious bodily injury offenses pursuant to 34 C.F.R. § 300.530(g), services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of the student's IEP. These service determinations will be made by the CSE of the student's district of residence.

Additional Due Process: Manifestation Determination Review (MDR)

If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken: (1) no later than the date on which the decision to take such action is made, the parent(s)/guardian(s) of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 C.F.R. § 300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined that the student's behavior was a manifestation of the student's disability, the student will be permitted to return to school immediately, in lieu of beginning or completing the period of suspension, except as provided in 34 C.F.R. § 300.530(g); a functional behavioral assessment (FBA) must be conducted (unless an FBA was conducted before the behavior that resulted in the change of placement occurred) and a BIP must be implemented for the student, or the existing BIP must be reviewed and modified as necessary to address the behavior. If it is

determined that the student's behavior was not a manifestation of the student's disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 C.F.R. § 300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s)/guardian(s) may request a hearing to challenge an interim alternative educational setting or a manifestation determination by appealing the decision. If a parent or guardian requests a hearing to challenge an interim alternative educational setting or a manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action resulting in a disciplinary change in placement that would exceed ten (10) consecutive school days, including a disciplinary change in placement relating to drug, weapon, controlled substance and/or serious bodily injury offenses, whichever occurs first, unless the parent or guardian and the school agree otherwise.

Students with a Section 504 Plan and "Deemed to Know" Students

With regard to disciplinary actions, including suspension or expulsion, the rights of charter school students with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504) are essentially the same as the rights of charter school students with disabilities under the Individuals with Disabilities Education Act, as described above, with minor differences in procedures depending upon the governing law and regulations. However, for a student who receives Section 504 accommodations, the School's Section 504 team, rather than the CSE of the student's district of residence, is responsible for conducting the manifestation determination review in connection with any significant disciplinary change in placement, in accordance with the requirements of Section 504.

A student who has not been determined to be eligible for special education and related services is entitled to all of the protections provided under federal law for students with disabilities if, before the behavior that led to the disciplinary action occurred, S2 is "deemed to have knowledge" that the student was a student with a disability, in accordance with 34 C.F.R. § 300.534.

When addressing discipline for students with disabilities, including students with Section 504 plans or those students for whom the school is "deemed to have knowledge," S2 will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA

S2 will comply with the federal child find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating, and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the student may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Dignity for All Students Act ("DASA") Policy

S2 is committed to providing a safe and productive learning environment in which all students are treated with respect and dignity. In accordance with New York State's "Dignity for All Students Act" ("DASA"), S2 will promptly address incidents of harassment and/or discrimination of students of or by any student enrolled at the School. This includes any form of bullying, taunting, or intimidation.

Policy Definitions

"School property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section 142 of the vehicle and traffic law.

"School function" means a school-sponsored extracurricular event or activity.

"Harassment" and "Bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to those acts based on a

person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Cyberbullying" shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

Students' Rights

No student shall be subjected to harassment or bullying, including cyberbullying, by employees or students on school property or at a school function. Additionally, no student shall be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

S2's Responsible Behavior Code prohibits harassment and bullying, and students who engage in such behavior will be disciplined as set forth in the Responsible Behavior Code. Further, S2 reserves the right to discipline students, consistent with the Responsible Behavior Code, who engage in harassment or bullying of students off school property under circumstances where such off-campus conduct: 1) affects the educational process; 2) endangers the health and safety of S2 students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students within the educational system. This includes written and/or verbal harassment or bullying which materially and substantially disrupts the work and discipline of the school and/or which school leaders reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC or DASA Coordinator)

The Dignity Act Coordinator (DAC) is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The names and contact information for the DACs are posted on the school's website. S2 has designated the following staff members to serve as DACs:

School in the Square Bilingual Elementary

Denise Rivera, Director of School Culture
drivera@schoolinthesquare.org / (718) 709-9003

School in the Square Middle

Rebecca Morales, Social Worker
rmorales@schoolinthesquare.org / (718) 916-7683

School in the Square High

Kimberly Guillen, Assistant Principal
kguillen@schoolinthesquare.org / (718) 709-0640

If students or families suspect any kind of harassment or bullying has occurred, please immediately notify one of our DACs. The DACs will be accessible to students and other employees for consultation and advice.

Addressing Bullying and Bias-Based Behavior

Prevention and Intervention

S2 promotes a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff. Students' ability to learn and meet high academic standards and the school community's ability to educate its students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students.

S2 works to prevent bullying behavior through:

- Implementation of school-wide and classroom-based social emotional learning strategies and positive approaches to discipline.
- Age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum.
- Creation of a school-wide and classroom climate that supports racial, cultural and other forms of diversity, (i.e., clear communication of behavioral expectations, incorporation of lesson plans on prejudice reduction, modeling unbiased behavior, empathy development and cooperative learning).

- Encouragement of parent(s)/guardian(s) participation in bullying behavior prevention initiatives.

S2 addresses bullying behavior utilizing discipline methods that reflect a commitment to restorative practices, and supports and interventions which may include, but not be limited to:

- Immediate referral of the student harmed to appropriate support services in the school and community.
- Referral of those who caused harm to counseling to address underlying behavior and/or to administrators for appropriate discipline.
- Notification of parent(s)/guardian(s) of all those involved.
- Processes for resolution, such as restorative circles, led by an experienced circle leader.
- Ongoing actions intended to prevent recurrence, such as increasing adult supervision of an activity in which incidents have occurred and close monitoring of the wellbeing of those harmed.
- Development of an Individualized Support Plan (ISP).
- Participation in community service (with parent/guardian consent).

Bullying & Harassment: What You Need to Know

Bullying and harassment can be physical, verbal, non-verbal, or written—including online messages, texts, social media, and gaming chats. They may happen once or repeatedly, and often target someone because of their race, ethnicity, religion, disability, gender, sexual orientation, weight, or other personal characteristics. Bullying is unwanted, aggressive behavior meant to harm someone. It is deliberate, unprovoked, and involves an imbalance of power—such as physical strength, social status, or age. Harassment is behavior that creates a hostile or intimidating environment. This includes sexual harassment (unwelcome sexual comments or actions) and sexual assault (any non-consensual sexual contact).

These actions are serious, and the school will investigate all reports. Staff, students, and families share responsibility to stop them by knowing the rules, speaking up, and not being a bystander. Prevention starts with respect and empathy.

Through social-emotional learning, students build skills to:

- Recognize and manage emotions
- Care about others
- Build positive relationships
- Make responsible choices
- Handle conflict respectfully

Students who use these skills are less likely to bully and more likely to stand up for others.

Bullying Is Not Conflict

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do.

Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: “They were butting heads”; “They were going back and forth at each other”; “It was ‘he said/she said/they said.’” In these cases, both people are equally “telling their side of the story.”

In a conflict, people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one person’s or both people’s emotions can escalate a conflict. All of us have known of conflicts in which people have said things to hurt one another which they later regret.

People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what they want. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

The S2 Approach to DASA Education

At S2, we recognize that students’ social and emotional development is inextricably linked to their academic success. We have regular programming as part of our students’ schedules that directly supports their social-emotional development, teaches students about issues such as discrimination, bullying, and harassment, and provides students with tools to address these issues.

At each grade level, all students participate in a morning advisory class that is taught by school staff. Our social-emotional learning (SEL) team has created a scope and sequence for this class using responsive classrooms as their framework. The curriculum utilizes such tools as journals and circles to help students understand their commitments as community members of S2. This is another space where school wide community norms are reviewed.

Reporting and Investigating

All S2 staff members are responsible for reporting harassment, bullying, or discrimination of which they have been made aware to their immediate supervisor. Any student who believes they are being subjected to harassment, bullying, or discrimination, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, bullying, or discrimination, shall report the harassment, bullying, or discrimination to any staff member, the DAC, or the Principal. A staff member who witnesses harassment, bullying, or discrimination, or who receives an oral or written report of harassment, bullying, or discrimination, shall promptly orally notify the Principal not later than one school day after witnessing, or receiving a report of, such acts, and shall file a written report with the Principal not later than two school days after making such oral report.

The Principal or the Principal's designee shall promptly lead or supervise a thorough investigation of all reports of harassment, bullying, or discrimination, shall ensure the investigation is completed in a timely manner, and shall take appropriate action, including, as necessary, referral to the next level of supervisory authority (e.g., the Head of Schools and/or the Executive Director) and/or other official designated by the Executive Director or the S2 Board of Trustees to investigate allegations of harassment, bullying, or discrimination. When an investigation reveals any such verified harassment, bullying, or discrimination, the school will take prompt actions that are reasonably calculated to: end the harassment, bullying, or discrimination; eliminate any hostile environment; create a more positive school culture and climate; prevent recurrence of the behavior; and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Any such actions shall be consistent with S2's Responsible Behavior Code, which uses restorative practices to respond to behavioral infractions when appropriate and possible, in order to address harm done to the community and to seek to restore and repair the student and stakeholder relationships, as well as other supports and/or interventions, whenever possible, prior to imposing discipline. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that the harassment, bullying, or discrimination has not resumed and that

those involved in the investigation of allegations of harassment, bullying, or discrimination have not suffered retaliation.

Each Principal shall provide a report on data and trends related to harassment, bullying, and/or discrimination to the Head of Schools and Executive Director at least once during each school year.

Material incidents of harassment, bullying, and/or discrimination will be reported to the State Education Department as required by law.

The Principal shall promptly notify law enforcement authorities when the Principal believes that any harassment, bullying, or discrimination constitutes criminal conduct.

No Retaliation

S2 prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who report or participate in the investigation of allegations of harassment, bullying, or discrimination. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies and who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Distribution of Policy

S2 shall distribute a written or electronic copy of this Policy to all employees, students, and parents/guardians at least once during every school year.

Scholastic Dishonesty Appendix

Minor scholastic dishonesty involves low-impact or first-time violations that typically result from poor judgment or misunderstanding of academic expectations. Engaging in minor scholastic dishonesty includes but is not limited to:

- Copying an answer on a minor assignment
- Citing sources incorrectly
- Working with another on an independent minor assignment without permission

Major scholastic dishonesty involves deliberate, large-scale, or high-impact actions that significantly compromise academic integrity. Engaging in major scholastic dishonesty includes but is not limited to:

- Cheating on major assignments, i.e. projects, tests, etc. (cheating includes copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) for particularly egregious situations (e.g., where numerous students are involved, where the behavior involves standardized tests, or where the behavior requires invalidation of a test)
- Using AI technology and passing it as your own intellectual property