

## **Regional Alternative School**

### **SAVE**

(Safe - Academic - Vocational - Education)

(Revised August 8,2008)

408 Washington Street

Bloomington, Illinois

(309) 828-5807

### **Introduction**

I. History: The program is the result of the Safe Schools Law enacted by the State of Illinois in 1996. It has been part of the McLean/Dewitt Regional Alternative Education Program for the past nine years.

The program is designed to meet the educational and personal growth needs of students in who have been disruptive to the learning environment, or have the potential to be harmful and may pose as a threat to themselves or their peers within the school setting. The program is available to any student residing in Dewitt, McLean and Livingston County. To participate in the SAVE program, a student must be officially enrolled in his/her Home School District and be referred by the administration of their Home School.

Students who will benefit from the educational structure and environment of the SAVE program may exhibit some but not all of the following characteristics:

- The student has been suspended at least twice for a period of 3-10 days for gross misconduct.
- The student has been arrested by police and/or remanded to juvenile or criminal courts for acts related to school activities.
- The student has been involved in repetitive incidents of misconduct considered to be of a serious nature.
- The student has been expelled from their Home School District for the violation of a school policy.

Home Schools are responsible for recommending students who exhibit characteristics that lead them to believe the student may benefit by enrolling in the SAVE Program. It is the goal of the SAVE Program to do what is best for the individual student in cooperation with the student's Home School. The Director and Site Coordinators will work with the Home Schools when a student's success in the SAVE Program may be questionable.

II. Mission Statement: The mission of the SAVE Program is to provide a safe and positive environment for all students; and address their social, behavioral, and educational needs that will enable them to return to the educational system and make informed choices regarding the future of their education.

## Statement of Beliefs

### **We Believe That:**

All students have a right to learn in a safe and caring environment free from disruptions, threats and intimations; therefore; we will provide a safe and orderly environment that will not tolerate any classroom disruptions.

### **We Believe That:**

The members of a society must be able to work together to achieve the goals of the individual and the community; therefore; our curriculum is designed to include diverse learning activities intended to teach students how to work effectively in groups.

### **We Believe That:**

All students can and will learn because low achievement is often due to negative past experiences resulting in poor attitudes and study skills than lack of ability; therefore; we detect deficits in those basic study skills and attitudes, and emphasize an improvement in those skills and attitudes throughout all courses and activities.

### **We Believe That:**

Through the involvement and study of community service activities students acquire an understanding of the history, languages, cultures, and dreams of people everywhere; therefore; we help students develop a true understanding of different cultures through an appreciation and tolerance of differences as well as similarities.

### **We Believe That:**

The acquisition of knowledge and skills in itself is insufficient to form a responsible and productive member of society; therefore; we encourage the ethical growth and development of each student.

### **We Believe That:**

Learning can best take place in an atmosphere of respect for teachers and peers; therefore; we view discipline as a teaching tool which guides and directs students to assume responsibility for their choices and where consequences are applied fairly in an objective and caring atmosphere.

### **We Believe That:**

Providing students with the opportunity to be involved in the decisions concerning their own education will empower them to make positive choices for their short and long-term education; therefore; we will encourage students to be a valuable partner with adults in making appropriate choices concerning all aspects of their education.

## Registration Procedures

I. Home School Referrals: All students are required to register at their Home School, as they remain legal students of that Home School. The registration includes the following steps:

- proof of compliance with state health requirements
- proof of residency and citizenship
- completion of emergency cards
- payment of school fees

Only properly registered students will be enrolled in the SAVE Program and will have priority in the scheduling process. Students who have applied but have not completed their Home School's registration requirements, will be placed on a waiting list.

Process for enrollment in the SAVE Program:

- The Home School counselor and/or administrator meets with the student to explain the options available to the student and the benefits of the SAVE Program.
- Completion of the Referral Form with parent and student signatures.  
(Refer to copy of the Referral Form in the Appendix)
- The counselor or administrator completes the Referral Form and submits it with transcripts and information pertinent to behavior and attendance.
- The Referral Form is approved by the Home School District's administration and sent to:

Regional Alternative School Director  
Regional Alternative School  
408 West Washington St.  
Bloomington, Illinois 61701

- The Regional Alternative School Director will review the Referral, and if it is determined the student is an appropriate candidate for the program, a conference will be scheduled with the student and his/her parents.
- If it is determined after the interview with the parents and student that the Alternative School is an appropriate program to meet the educational needs of the student, an academic schedule will be developed and a copy will be sent to the Home School.
- If the student is not accepted, the Home School will be notified and the Referral Form will be returned.
- Written verification of enrollment date of accepted students will be sent to the Home School District and will be updated on a regular basis throughout the school year.

II. Emergency Procedures: Parents of all students are required to fill out an emergency card. In emergency situations, The School calls the numbers listed on the card. It is essential that parents update these Cards if their address, phone number, or emergency contact person changes.

## Student Progress

I. Student Success Plan: Each student will be required to develop an individual educational plan. The Site Coordinator will assist the student in developing his/her plan. The plan must receive the approval of the Site Coordinator and include the setting of goals in the following areas:

- Attendance
- Grades
- Plan for returning to their home school
- Behavior Improvement Plan

The completed plan will be utilized throughout the academic year to assess the individual progress of the student. The Site Coordinator will review the plan at the beginning of each semester and appropriate revisions made to accommodate the changing needs of the student.

II. Reporting of Grades: Grades will be assigned at the conclusion of each semester. Grades will be mailed home to the student's parent/guardian with a copy of the report card sent to the student's Home School.

Semester grades will also be sent to the student and his/her parents. Progress reports will be distributed to both the student and parent/guardian whenever the instructor feels it is appropriate. Progress reports should be used anytime during the school term to communicate to the student and parents when there may be a concern with the academic progress of the student.

III. Grading: Every teacher will maintain an evaluation record for each student using the following guidelines:

1. Each student will be expected to successfully complete a minimum standard of academic work for each week they are enrolled in the program. The minimum expectations for each course are outlined in the curriculum guides and these expectations will be communicated to the students on a weekly basis.
2. The final grade will reflect **both** the student's effort at completing the required assignments and an assessment of the student's academic proficiency on tests, quizzes, exams, class projects and reports.

Letter Grades: A, B, C, D and F will be assigned each week for the academic work earned by the student.

<b>A</b>	= Outstanding Achievement	90% or above
<b>B</b>	= Above Average Achievement	80% - 89%
<b>C</b>	= Average Achievement	70% - 79%
<b>D</b>	= Below Average Achievement	60% - 69%
<b>F</b>	= Failing	59% or below

NA = Non-attendance will be assigned for a student who did not attend enough class hours during the grading period to warrant any type of a grade.

**Effort Grade:** Students will also receive a numerical grade, (3-0), to reflect their effort on the completion of required assignments and activities for the week.

- 3** = Maximum effort on assignments for the week. The student remained on task and cooperated with the teacher at all times.
- 2** = Meets Expectations – Completed the majority of the work and cooperated with the teacher the majority of the time.
- 1** = Did not meet expectations - did not complete all the required assignments or cooperate with the teacher at an acceptable standard.
- 0** = Did not do any work.

IV. **Parental Involvement:** Communication between home and school helps bind the student, parents, teachers and administration into a team working toward a common goal of helping the student to succeed. Conferences allow the people most directly involved with the student to become actively involved in the educational process. Parents will be strongly encouraged to become actively involved in their child’s educational program by attending conferences when scheduled by the teachers or administrators. The staff and administration will keep flexibility as a top priority when scheduling conferences with parents to accommodate their busy work schedules.

Parents and guardians are strongly encouraged to contact the school to schedule a conference whenever there is a question or concern.

IV. **Graduation Requirements:** All requirements for graduation will be set and approved by the student’s Home School.

The SAVE Program's office will send grades and documentation of completed course work to the Home School at the conclusion of each semester. The Home School will determine the course work that will be accepted to meet their graduation requirements. When the Home School approves all requirements for graduation, the high school diploma will then be issued by the student’s Home School District.

An individual education plan will be developed for each student that will indicate the courses the student will take to satisfy the graduation requirements at their Home School.

## SAVE Curriculum

### Language Arts Curriculum

The language arts curriculum of the Regional Alternative School will focus on the development of skills in reading, writing, speaking, spelling, listening, and on the study of literature. The skills, knowledge, and understandings of language arts will be integrated and reinforced in all curriculum areas.

Communication skills are central to the overall development of students; therefore, the Regional Alternative Education Program will make every effort to insure that students learn and use these skills on a regular basis.

### Course Offerings

- |  |   |
|--|---|
| * Freshman Language Arts                                   | * Sophomore Language Arts                               |
| * Freshman Language Arts II                                | * Sophomore Language Arts II                            |
| * Introduction to American Literature                      | * Introduction to World Literature                      |
| * Advanced Readings and Writings<br>in American Literature | * Advanced Readings and Writings<br>in World Literature |

### Mathematics Curriculum

The mathematics curriculum of the Regional Alternative School will focus on the understanding of mathematical concepts and on the development of problem-solving skills. The curriculum at all levels should afford the student opportunities to apply the tools of mathematics to problems in a range of business and everyday situations.

### Course Offerings

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| * Introduction to HS Algebra          | * Introduction to HS Geometry        |
| * Algebra I                           | * Geometry I                         |
| * Jr. Math, Practical Applications    | * Sr. Math I, Consumer Applications  |
| * Jr. Math II, Practical Applications | * Sr. Math II, Consumer Applications |

## **Science Curriculum**

The science curriculum of the Regional Alternative School, through application of the scientific approach to problem solving, will focus on those skills, knowledge bases, and experiences necessary to the understanding of natural phenomena and their causes or effects. Special emphasis will be given to the interdisciplinary nature of science as it enhances students' understanding of their environment and world.

### **Course Offerings**

- \* Physical Science
- \* Biological/Health Science
- \* Earth Sciences
- \* Environmental Science
- \* Technological Sciences
- \* Advanced Concepts in Biological/Health Sciences
- \* Advanced Concepts of Earth Science
- \* Advanced Concepts of Environmental Science

## **Social Studies Curriculum**

The social studies curriculum of the Regional Alternative School will expose students to a wealth of historical and contemporary knowledge and perspectives; key turning points and themes in history, political, and environmental geography; ideologies of the world economics; and an awareness of current events and issues, citizenship responsibilities necessary for the preservation of democracy. Students will be encouraged to exhibit tolerance and empathy, while being prepared to participate effectively and responsibly in an ever-changing world.

Students should gain an appreciation of the uniqueness of the United States encompassing the diverse heritage of it's people, history, environment, and government. It is vital that students understand the beliefs and ideals of our American democracy.

The social studies curriculum will reinforce reading, writing, oral communication, thinking, and study skills. Students will be able to analyze ideas, concepts, and moral dilemmas with coherent written and oral opinions.

### **Course Offerings**

- \* World History
- \* American History
- \* World Geography
- \* US and Illinois Government
- \* Advanced Topics in World History
- \* Advanced Topics in US History
- \* Sociology

## Career Education

The Vocational Community Service Curriculum will promote the desire to work and assist the student in acquiring the necessary skills to become a successful and productive full-time employee. Students will be required to work or participate in community service activities. Students will earn ½ credit for working or participating in community service activities for 10-15 hours per week and 1 full credit for 20 – 25 hours per week.

### II. Multi-cultural Education

The instructional program will emphasize multi-cultural education by presenting the contributions of all races and cultures, and by recognizing in all grades the similarities of students' various cultures.

Discussion of controversial issues will be age appropriate, serve an educational purpose, be consistent with the curriculum, and present a balanced view. The following guidelines will be used in teaching controversial issues in the classroom:

- All issues will be studied with as much objectivity as possible.
- In discussing controversial issues, the teacher will not seek to bring about a single conclusion to which all students must subscribe.
- All sides of an issue, within the scope of any course of study, will be explored.
- It will be the responsibility of the teacher to distinguish opinion or interpretation from fact, when recognized.

V. Testing and Assessment: The student testing and assessment program will adhere to the appropriate guidelines as established by the State of Illinois. Standardized tests, ISAT, PSAE and any other state mandated test would be administered to Alternative Education students under the guidance and approval of the Home School District.

## Attendance Policy

I. Daily Schedule: The official school day for all students is from 8:15 AM to 2:30 P.M, Monday through Friday. All students will be scheduled for five academic classes daily:

Study Skills	8:15 – 9:15 AM
Academic Block I	9:15 – 10:40 AM
Academic Block II	10:40-12:00 PM
Lunch	12:00 –12:30 PM
Vocational/Community Service Skills Class	12:30 – 2:30 PM

II. Absences: Class attendance is required. A successful student will attend classes regularly and on time. Unless otherwise authorized, students are required to be in class between 8:15 and 9:00 AM.

A student required to attend school may be excused for a temporary absence resulting from any cause approved by the Site Coordinator or Principal of the Home School. Excuses may include, but are not limited to, personal illness, death in the family, court appearance or dangerous weather or road conditions.

### Notification procedures:

- All absences – parents/guardians are notified by phone.
- 6 absences in a quarter – letter sent with a required parent/guardian conference to be readmitted.
- 10<sup>th</sup> absence in a quarter – recommendation for dismissal from the program.

III. Reporting of Absences: Parents/guardians should notify the office between 8:00 AM– 8:30 AM if their student will be absent or tardy.

It is the responsibility of the student to make up all work missed due to an absence. In case of a pre-planned absence, students are expected to complete all work before leaving or as soon as possible after their return. In the case of an illness or some other unplanned absence, students should contact their teachers as soon as they return to school to turn in or receive assignments.

IV. Tardiness: Students are expected to be punctual and respectful of other people’s time. Tardiness not only impacts on the beginning of the student’s day, but also is disruptive to the class and infringes upon the rights of others.

V. Release of Students: The official school day for all students in the SAVE Program is from 8:15 AM to 2:30 PM. Students may not arrive at school before 8:15 AM. No students are allowed in classrooms without a teacher present, nor or they allowed in the classroom before 8:15 AM.

Students may not leave school for any reason, except a family emergency. A request to be dismissed early must be confirmed through a parental telephone call indicating the time and the reason. Leaving early without administrative approval will be considered an absence.

## Internet/Computer Access

Students have access to the Internet and computers on a daily basis. To ensure the proper use of these resources, all students and parents are required to sign a receipt acknowledging receiving a copy of the policies covering computer/internet use at the Regional Alternative School.

(Refer to a copy of the Authorization for Computer/Internet Access form in the appendix)

## Visitation Policy

No visitors will be allowed on Regional Alternative School sites unless approved by the Director or Regional Superintendent of Schools.

Unwanted visitors will be asked to leave the building site immediately. If they do not cooperate, law enforcement authorities will be called and criminal trespassing charges will be filed.

## Health Policies and Procedures

I. Administration of Medication: The office staff administers medications when the following specific requirements are met:

- Parent/Guardian authorization for each medication is in writing
- Doctor's permission is in writing. The label must state:
  - \* student's name
  - \* name of drug
  - \* dosage
  - \* direction for use
  - \* physician's name
  - \* expiration date of a time-dated drug
- The School does not issue any form of medication to students, including over-the-counter drugs, such as aspirin or Tylenol.

Any medications brought to school must be stored in the office with a signed form.

Any student violating the terms of this policy, taking or distributing any type of drug or medication, prescription, over the counter or a look-a-like drug; may be immediately dismissed from the program.

II. Exclusion for Illness: SAVE School students will be required to follow all state laws concerning proper immunization and health records. Health records are to be updated with the Home School when necessary. Updated health records must be on file with the Home School District prior to a student being allowed to enroll in the SAVE Program.

If a student shows any symptoms of illness, such as a temperature, nausea, diarrhea, sore throat or rashes, the students should not come to school until the seriousness of the conditions has been determined or the symptoms have disappeared. This will help reduce the spread of infections at school.

If a student shows such symptoms while at school, the student will be excluded from the program. The following procedures will be followed:

- The student will be asked to report to the main office.
- Parents will be notified to make arrangements to have the student picked up at school. If the parents cannot be reached, the person designated on the emergency card will be called. It is essential that parents list people on the emergency card who will be able to pick up the students if the parents are not available.

III. Homebound Instruction: A student absent from school for more than seven consecutive days because of health related problems or physical impairment should contact his/her Home School regarding home tutoring. The SAVE staff will work in cooperation with the Home School in order to maintain the student's progress in all academic classes.

### **Transportation Procedures and Policies**

I. School Cancellations: If school is closed or starts late due to severe weather, a power outage or other problems, local radio stations will announce our closings. Only under extreme circumstances will school be closed once students have arrived. Closings will be announced on local radio stations. Listen for "Regional Alternative School SAVE Program" under school closings.

II. Transportation to and from the SAVE Program will be the responsibility of the individual student or the their Home School District. All rules and regulations concerning transportation will be decided by the Home School District. Any questions, concerns or problems with transportation issues should to be directed to the administration of your Home School District.

III. Students will not be permitted to go to their vehicles after they arrive at school. The parking lot and all vehicles will be off limits to any student during school hours. The SAVE Program staff will provide any transportation necessary during the school hours.

### **Student Behavior and Discipline**

I. Student Rights and Responsibilities: All students are entitled to enjoy the rights protected by the Federal and State Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate the Regional Alternative School policies or rules will be subject to disciplinary measure.

II. Student Contract: Students enrolling in the SAVE Program must agree to follow the rules and procedures established by the Regional Alternative School administration and staff. Students and their parents/guardians are required to sign a **Student Contract of Understanding and Commitment** when accepted into the program. Failure to sign the form or comply with the policies and rules as outlined in the contract and student handbook will jeopardize the enrollment status of the student. (Refer to a copy of the Student Contract in the Appendix)

III. Classroom Participation and Behavior: Effective use of class time is critical to student learning. Teachers prepare lessons for each class and it is the shared responsibility of each student to meet the day's objectives for the class. Students who cooperate with the teacher help the class as well as themselves in the learning process. The primary goal of the school is academic achievement and improvement for all students.

Classroom distractions, disruptions and lack of participation will not be tolerated. Refusal to participate in classroom activities, complete academic assignments or involvement in activities which

disrupt the academic environment for others; will be dealt with harshly and may result in withdrawal from the SAVE Program.

IV. School Rules: Students remain legally registered in their Home School District and are therefore subject to the policies, rules and regulations as outlined in the student handbooks of their Home School District.

Students are expected to assume the responsibility for their conduct in a manner consistent with the respect for all other people and other people's property. Failure to do so will result in disciplinary action by the Site Coordinator, which could result in the student's removal from a class or the program. In situations that violate criminal laws, students may also have charges filed against them with appropriate law enforcement officials.

V. Specific school and classroom rules for the Regional Alternative School SAVE Program are as follows:

**Daily Student Check-In**: For the safety and supervision of students, to maintain discipline and order, to provide for the health, safety, and welfare of the students and staff; the SAVE staff members are authorized to conduct searches of students as they enter the building on a daily basis. The search includes a student's personal effects such as purses, wallets, knapsacks, book bags, etc. The search itself must be conducted in a manner that is reasonably related to promoting the overall safety of all students and staff and not excessively intrusive in light of the age and sex of the student. When feasible, the search should be conducted outside the view of others, including students and in the presence of an adult witness.

If a search produces evidence that the student has violated or is violating either the law of the program's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

### **Classroom Rules**:

- Follow directions-Students are required to follow directions instructed to them by the staff
- Hands to self. Students are required to keep hands, feet, and objects to themselves at all times.
- Follow school and classroom routine.
- Use appropriate communication; students are required to use appropriate tone, volume, topics and language on campus. Failure to meet this requirement may result in a "done day" or suspension from school.
- **Earned Day**: A student who receives the designated amount of earned days consecutively will move forward in the level system, plus any privileges described in the level system. In order to

receive an earned day, the student must meet criteria assigned by staff. For example, all work must be done, and a student may not have more than 3 behavior prompts per class.

- **Non-Earned Day**: A non-earned day results in the failure to earn a day that is needed to progress on the Level System. A student receives a non-earned day for the following:  
Refusal to complete assigned work, violates school or classroom rules, less than a “2” Effort grade.
- **Restart**: A **Restart** results in the restarting of earned days needed to progress up the level system plus any consequence described in the level system and refusal to follow staff directions.
- **Done Day**: A **Done Day** results in immediate dismissal for the day plus any other consequences described in the level system and possible police involvement. Examples include refusal to change clothing when directed by staff, physical threats, gang anything, refusal to accept a Restart or Non-Earned Day or 2 or more restarted class periods in a day.
- **Suspension**: All suspensions are for at least one day. However, students suspended and their parents/guardians are required to meet with the SAVE staff prior to the student returning to school. The suspended student will not be allowed to return to school prior to this meeting.

## VI. Level System

### LEVEL PRO 1

Privileges:

- All privileges included in Level 1 and Level 2
- Advanced Work Experience
- Return to Home School at the conclusion of the semester

Entrance:

- 20 consecutive days at level 1
- Passing all classes with a “C” or better

Successful:

- Access to all privileges
- Letter sent to home school to report success
- Meeting with Program Coordinator

Consequences:

- One office referral results in a level restart.
- 2 or more restart days in a 10-day period results in a demotion to Level I.
- Any act listed in section VII of the student handbook may result in demotion to Level 3.

### LEVEL 1

Privileges:

- Access to all school day activities

- Advanced Work Experience
- All privileges available at Level 2

Entrance:

- 20 consecutive successful days at Level 2
- Passing all classes with a “D” or better and at least 3 classes with a “C” or better

Successful:

- Access to all privileges
- 20 consecutive days earned results in a promotion to Level Pro 1

Consequences:

- One-office referral results in level restart.
- 3 or more re-starts in a 10 day period or a Done Day results in a demotion back to Level II.
- Any act listed in section VII in the student handbook may result in a demotion to Level 3

## **LEVEL 2**

Privileges:

- Access to all school activities.

Entrance:

- Status upon initial placement
- Successful completion of Level 3
- Passing all classes with a “D” or better

Successful:

- Access to all Level 2 privileges
- 20 consecutive days earned results in promotion to Level 1

Consequences:

- One restart day results in a level restart.
- Any act listed in section VII of the student handbook may result in a demotion to Level 3

## **LEVEL 3**

Privileges: NONE

Restrictions: Individualized behavior and/or academic contracts

Entrance:

- Consequences of demotion from Level 2 or higher
- 2 or more suspensions in a quarter
- 3 or more Done Days in a week
- Failing all classes at the end of the quarter

- Truancy

Successful:

- 5 consecutive days earned and passing all classes with all work caught up.
- Meet daily with Program Coordinator to process issues relative to demotion to Level 3
- Any student in Level 3 for more than 30 days will be required to attend a conference with the SAVE staff and his/her parents. The purpose of this meeting will be to evaluate the student's lack of progress and develop a new plan to ensure future success in the program.

Consequences:

- Students who engage in physical aggression may be dropped from the program
- Students who require physical restraints to control behavior may be arrested and removed from the program

VII. The following offenses will result in the immediate notification of law enforcement officials and dismissal from the program:

- Chronic use, possession or being under the influence of alcoholic beverages, drugs or carrying drug paraphernalia on school property.
- Possessing or using knives, firearms or weapons of any nature on school property.
- Misusing of school fire alarms or tampering with fire extinguishers.
- Physically threatening others.
- Leaving school grounds without permission.

VIII. Dress Code: The primary purpose of the program is education. Students in their manner of dress and grooming must be considerate of their fellow students so as not to distract them or be disruptive to the school program. Students should be dressed and groomed appropriately upon arrival to school. A uniform dress will be required by all students attending the SAVE program, male and female. Students not adhering to the following dress requirements will not be allowed to enter the building until they are dressed appropriately.

All students (male and female) will be required to wear the following clothing daily:

- A plain white collared shirt with no writing or any type of symbols/emblems.
- Dark pants or skirts that fit appropriately at the waist.
- No jewelry of any type (includes watches, wrist bands etc.) may be worn in the building.

- No excessive make-up of any type.
- Shirts must be tucked into the pants and belts must be through the belt loops at all times.
- Casual shoes only. No open face shoes or tennis shoes will be allowed.
- No hats or any type of head wear will be allowed to be worn in the building.
- Jackets, coats, sweaters or sweatshirts may not be worn in the building.

### **Sexual Harassment Policy**

I. **WHEN THE OFFENDER IS AN ADULT**: Definition: Sexual harassment is any sexual behavior or inappropriate sexual comments from an adult towards a student. If you believe that you have been the victim of sexual harassment by an adult or if you have questions or concerns about this issue, seek the help of another adult whom you trust, such as a teacher, counselor, your parent or guardian, or one of the building administrators. As soon as the Director is advised of your concern, an investigation will be immediately conducted. If it is determined that an adult has sexually harassed a student, serious disciplinary action towards the adult may occur.

II. **WHEN THE OFFENDER IS A STUDENT**: Definition: Sexual harassment is unwanted sexual attention (verbal or physical) from anyone with whom the student may interact in the course of receiving an education in school or at school sponsored activities. If you believe that you have been the victim of sexual harassment by another student or if you have any questions about this issue, seek the help of an adult whom you trust, such as a teacher, counselor, your parent/guardian, or one of the building administrators. As soon as the Director is advised of your concern, an investigation will be immediately conducted.

If it is determined that a student has sexually harassed another student, the possible consequence to the offending student may include the following:

Parent Conference	Suspension/Expulsion
Apology to the victim	Referral to the police for investigation

Reprisals, threats or intimidation of the victim will be treated as serious offenses that could result in an external suspension or expulsion. In all cases, the school and school authorities to protect both the student and the victim will maintain a high degree of confidentiality.

### **Discipline Code & Procedures**

I. The SAVE Program expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment where all students have the opportunity to improve their academic skills. Students guilty of gross disobedience or misconduct or continue actions that disrupt the learning environment for other students may receive an external suspension up to ten days or removed from the program.

II. The following is not a comprehensive list, but are acts considered as examples of "gross disobedience or misconduct":

- Fighting
- Assault on a student or any school employee (Assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Arson
- Creating a false fire alarm
- Use of profane, vulgar or obscene words, gestures or other actions which disrupts the school environment
- Insubordination (Refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow stated school rules and procedures
- Under the influence of and/or possession of alcohol or drugs, including "look-alike" drugs
- Destruction of property
- Theft
- Involvement in gang activity, including the wearing of gang clothing and displaying of gang signs
- Possession of weapons
- Acts that obstruct or interrupt the instructional process in the classroom
- Any acts that endanger the safety of the other students, teachers or any school employee
- Repeated refusal to participate in classroom activities or complete academic assignments

III. Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The following options may take place:

- Warnings and advisement to assist the student to discontinue the undesirable behavior.
- Student placed on a behavior management plan that outlines consequences for his/her behavior.
- A student may be externally suspended or removed from the program for extreme behavior (even if the first offense), or if the student presents a danger to himself/herself or others, or demonstrates unwillingness or inability to abide by school rules after the above consequences have been tried. The term of each suspension is at the discretion of the administration.

IV. Procedural "Due Process" will be afforded to all students subject to discipline and shall include the following procedures:

- The opportunity to respond to the charges in front of a qualified teacher or administrator of the school.
- Notification of all evidence.
- Right to a formal hearing with the Director of the Program.
- Right to know the outcome of the hearing within five school days.

V. When a student is externally suspended or dismissed from the program, the following procedures will be followed:

- In non-emergency situations, immediately prior to the suspension, the school administrator will advise the student of the charges and explain the evidence supporting those charges. The student will be provided the opportunity to tell his/her side of the story. This will be followed by a letter to the parents as soon as possible.
- The parent/guardian will be immediately notified by phone that the student is being suspended and requested to come to school to take the student home.
- In emergencies, if the conduct of the student is severely disruptive, the student may be immediately removed from the building by the police if necessary and formal charges may follow.
- The parent/guardian and the student will be presented the reasons for the suspension and be given a conference date as soon as possible. The conference may occur on the same day as the suspension, but there must be a conference held with the parent/guardian, student and school officials prior to reinstatement to school.
- The school administrator will clearly state the number of days the student will be suspended. A written follow-up will be sent to the parents/guardians summarizing the reasons for the suspension, the conference date and the right to request a formal hearing of appeal with a hearing officer, usually the Program Director.
- A written request for a formal hearing of appeal must be submitted to the Director within five school days following the initial suspension. A formal hearing with a hearing officer, usually the Director of the program, will be scheduled within five school days after receiving the written request. The parent/guardian will receive a written decision from the hearing officer within five school days following the formal hearing.
- Copies of any written correspondence or information concerning suspensions will be forwarded to the student's Home School District.