



EXCELSIOR

VILLAGE ACADEMIES

Student Code of Conduct SY 2024- 2025



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EVA's Expectations for a Safe and Welcoming Community

Excelsior Village Academies, a Classical Education K-8 charter school, is dedicated to fostering service, impact, and equity in education. Built upon four foundational principles—service, operating with integrity, achieving with excellence, and respect—we aim to empower each scholar to soar in their future collegiate and career endeavors. Our pride lies in the Responsive Classroom philosophy, which promotes positive communities and relationships, nurturing an environment conducive to accountability, academic advancement, and socio-emotional growth. Within this supportive community, scholars will develop proactive approaches to redirection, encouraging reflection and life skills essential for becoming productive citizens in our communities. Our classrooms serve as safe havens for success.

We commit to use the principles of Restorative Justice (RJ), Responsive Classroom (RC), and Mindfulness:

Principle 1: Service

We take pride in building scholars on the foundation of good character. When understanding the core value of service students will begin to gain understanding in the importance of helping others, seeing opportunities to serve, and vital roles of service in our community. Understanding how we may serve others can build motivation and purpose.

RJ: In this domain of socio-emotional development, scholars will learn to value the emotions, desires, rights, and cultural practices of others. This fosters an environment and ethos where scholars are motivated to engage with a spirit of generosity and perform acts of kindness.

We'll utilize service skill development as a means of guiding scholars back on track when they're not aligning with the School Code of Conduct. Through service, students will grasp the significance of aiding others, serving as both a corrective measure and a vital life skill for their future.

Principle 2: Operate with Integrity

It's crucial for our scholars to acquire and for faculty to exemplify integrity. This quality forms the foundation of academic achievement and fosters trust within our community. Scholars must demonstrate integrity in scenarios demanding ethical decisions and truthfulness. Upholding this standard will be both an academic and socio-emotional expectation across our community

By fostering integrity and highlighting the value of honesty, scholars actively develop an awareness of their impact on the community. They learn to identify the factors contributing to negative interactions and self-regulate their behaviors to prevent repetition.

Principle 3: Achieving with Excellence

We enhance our abilities through an unwavering commitment to learning and questioning ideas, all while striving for excellence in everything we undertake. This fundamental principle is pivotal for our school community as it



establishes a lofty benchmark for academic progress, behavioral standards, and motivates scholars to pursue their utmost potential. It underscores the notion that success extends beyond mere grades or task completion, emphasizing the importance of diligence, perseverance, and dedication to excellence. This core value aligns with our vision and encourages scholars to excel academically and behaviorally. This means scholars are more likely to take ownership of their actions and understand the impact they have on others. This fosters a positive school culture where students feel valued and supported, leading to fewer disciplinary issues and greater overall well-being. Academic success and personal growth ultimately creates a supportive environment for all students to thrive.

Principle 4: Respect

Respect forms the cornerstone of a positive school culture. When students, teachers, and staff treat each other with respect, it fosters a sense of belonging, safety, and trust within the school community. This environment is conducive to learning and students feel valued and supported in their academic and personal growth. By teaching and modeling respect, educators will help scholars develop empathy and a deeper understanding of the impact their words and actions have on their peers and the border community. This lays the foundation for meaningful connections and healthier relationships both inside and outside the classroom.

In a respectful learning environment, scholars will understand the importance of taking responsibility and accountability for their actions and the consequences that may follow. Respect will also act as a powerful deterrent to bullying and harassment. By promoting a culture of respect from an early age, EVA is committed to preventing instances of bullying and creating a positive supportive environment where all students feel safe, valued, and respected for who they are.

RJ: Inevitably conflicts will arise in a school setting. However, in our schools climate and culture we will use Restorative Justice Practices as a tool to how conflicts are addressed and resolved. Scholars will be given the opportunity to engage in productive dialogue, find mutual understandings, and repair harm in a restorative manner.

EVA's Restorative Practice Approach:

We will all do harm to the community in some way. However, through RJ we will hold ourselves accountable, not remain in a negative behavioral cycle, and become positive contributors to the community.

Effective Restorative Practices in Schools:

- Foster awareness on how all have been affected by behavior and encourage constructive expression of feelings.
- Avoid scolding or lecturing.
- Actively involve students (and families when necessary) and allow individuals to share their thoughts and feelings with each other.
- Accept ambiguity - fault and responsibility may be unclear.
- Separate the deed from the doer, recognize students' worth and disapprove of their wrongdoing.



- See every instance of wrongdoing and conflict as an opportunity for learning. Turn negative incidents into constructive ones by building empathy and a sense of community. Students can be included in all aspects of discipline, including preventing and dealing with conflict.

Classroom problem-solving that incorporates restorative practices:

- Develop trusting and caring relationships between adults and students.
- Foster skills to resolve conflict, such as listening, empathy, critical thinking, and self-control.
- Determine what has happened and why by asking questions and listening to the answers.
- Resolve problems through conferences that have open-ended questions, explore different responses, reflect on motives, and allow for disagreement.
- Assist students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing.
- Follow-up to determine whether the problem was solved and or more work needs to be done.
- Encourage reflection.
- Allow flexibility for different students, needs, and situations.
- Minimize the punitive impact when control is necessary to repair the relationship and address underlying issues.

Creating Community

Responsibilities:

Students

1. You are in charge of your learning. How successful you are mostly depends on your active engagement, participation, and willingness to get the most out of your education.
2. Attend school regularly, arrive on time, and be prepared to learn.
3. Show respect for yourself and others in all situations.
4. Respect that others come to school to learn and you do not have the right to infringe on their learning.
5. Know and comply with School Code of Conduct and Procedure Policies.

Parents

1. Are responsible for students' development and make sure that the home environment sets them up for success each day.
2. Ensure that students attend school everyday - on time - for the entirety of the school day.
3. Ensure that children's health needs are attended to by a physician.
4. Support the school's efforts to provide a safe and orderly learning environment.



5. Know the school's values, policies, and rules and work within the school's structures to resolve issues.
6. Be active in the school community.
7. Attend your children's parent/teacher conferences.

Educators

1. Take responsibility for students' academic and social emotional development.
2. Model and provide a mutually respectful and accountable atmosphere for learning.
3. Schedule conferences with students, families, and other school personnel to resolve academic and behavioral concerns BEFORE they become insurmountable.
4. Know and enforce policies consistently and equitably.
5. Participate in training and professional learning communities that support providing a positive culture and climate and promote student learning.

Circles

At EVA we utilize restorative circles throughout the school year as needed. The circle itself is symbolic as it centers everyone in the conversation.

Circles are utilized because scholars do their best in a safe environment, challenging, and joyful learning space. Circles create a safe space to build positive classroom relationships that focus on talking and listening to each other. This cultivates a climate where students are more available to learn because it sets a positive space with fun. The overall goal of circles is to be inclusive, be kind, and build relationships.

During the beginning of the year and when appropriate, teachers and students will establish group norms (Morning Meeting and/or Closing Circles) that give everyone the onus of the circle and the process.

(Morning Motivation):

Morning Motivation is facilitated by the Dean of Students after breakfast before transitioning to classrooms. This 5 minute (approximately) time frame is used to check the temperature of your students and provide positive reinforcement to begin each school day. This is initiated prior to "Morning Meeting".

(Morning Meeting):

The Morning Meeting is facilitated by the teacher, with interaction by every student during "Morning Meeting" time. During this time each day (8:00 am- 8:30 am) your student and their peers will learn about and practice a wide range of planned Social-Emotional skills that will not only help them succeed in the classroom, but also build positive relationships and successfully navigate the real world.

(Closing Circles)- End of Day Meeting:

Closing Circle wraps up the day and allows students to feel accomplished and have a sense of belonging. Closing Circle has the following Components:



Reflection—The teacher reflects on learning for the day, setting goals for the next day. This can be as simple as answering an open-ended question, such as “What’s one thing we (the class) want to work on tomorrow?” It might also be an activity that involves reflective thinking.

Celebration—The whole group does a quick, lively song, chant, or cheer celebrating the community’s effort and accomplishments that day. You can celebrate hard work and learning, living up to class rules, working to solve problems together—there are many possibilities.

Closing—The group does a brief activity that ends the gathering and makes the transition to dismissal. This activity could be a song sung while putting on winter coats, hats, and boots or a fun way to send students to line up a few at a time.

Repairing the Harm

“Taking responsibility for behavior is the foundation of every restorative action. These actions are given to students to repair the harm they caused, and should directly relate to that harm” (p. 52, *Hacking School Discipline*, Maynard & Weinstein)

At EVA we believe that children are evolving everyday. We acknowledge that children will make missteps throughout their development. We also believe that students need consequences in order to guide them to behaviors that align with our school philosophy of a safe physical and emotional environment, which are fundamental to a peaceful school.

If a student has violated our shared community ethos, parents will receive a notification in infinite campus and/or Parent Square describing the behavior, reparations for the community, and individual consequences if needed.

Conflict Resolution

Conflict resolution is a way for two parties to find a mutually acceptable and peaceful solution to a disagreement. The goals of conflict resolution are to work quickly to find a solution that all parties (scholars, educators, faculty, parents, and or community) can agree to that will improve the relationship between the groups in conflict.

Here are four steps that aid in finding a resolution to conflict:

1. Understand what the actual problem is (not the stated conflict, as that is often not the real problem).
2. Speak with the person with whom you have a conflict.
3. Work together to find a mutually acceptable solution.
4. Use a third-party mediator if necessary.

Try to get to the root of the issue:

- What are my interests?
- What do I really care about in this conflict?
- What do I want?
- What do I need?
- What are my concerns, hopes, fears?



- What are the interests of the other parties?
- If I were in their shoes, what would I really care about in this conflict?
- What do they want?

- What do they need?
- What are their concerns, hopes, fears?

Conflict Resolution Process at EVA:

When **adults and students** have a conflict, either party may call a conflict resolution session (facilitate a circle). CR should be handled as quickly as possible. If the teacher cannot find time before dismissal to do it, then they may see if a teacher assistant or administrator can do it. CR should be documented and reported to the Dean of Students. The Dean of Students will report to the Administrative Team to review information if support is needed.

Steps of Conflict Resolution:

1. Wait until you've calmed down and are not emotional.
2. Talk directly to the person with whom you have the problem by pulling them aside and having a civil conversation.
3. If you can't resolve the problem, find a mediator (DOS or administrator).

Process:

Person A: I feel ____ When you ____

Person B: I apologize if I made you feel ____ what I intended was ____

Person A: In the future I need for you to ____

Person B: In the future I need for you to ____

Either Party: Restate the Action Plan and mutually agree on future steps

Restorative Circle:

"Provide a safe and supportive space where everyone can talk freely about sensitive topics, work through differences, and build consensus. Best of all, circles invite shared power and responsibility" (p. 37, *Hacking School Discipline*, Maynard & Weinstein).

During Conflict Resolution and/or Restorative Circles:

1. A teacher or student can call for students to "Circle Up."
2. A timekeeper sets a time limit for discussion and minds the clock
3. All individuals talk through the problem, one at a time, paying attention to the current speaker.
4. Before you speak you must summarize what the last person said and make a connection to your thoughts. Example, "I agree with Johnny when he says we shouldn't have lost our classroom party, but we keep having issues of students pushing in the line so does anyone else have another consequence?"
5. Review action item(s). Example, "So, we all agree that we must keep our arms and legs in control, stay in our spot in line, and let an adult know if we are unable to solve our problem?"
6. An administrator, teacher or teacher assistant will follow-up to make sure that the harm is repaired, summarize the plan of action, and thank everyone for their participation.



Student Code of Conduct

Code of Conduct

The Student Code of Conduct does not diminish any rights under federal or state law. Students with an IEP are responsible for following the Code of Conduct with all of the rights due to those students under state and federal law.

School Jurisdiction:

The authority of the school extends to the following environments:

1. On school grounds and surrounding communities between 7:30 am and 5:45 pm.
2. On school grounds and in surrounding community when the school is in use for any school function as a participant or a spectator
3. While waiting for transportation of parents or guardians (arrival and dismissal)
4. Off of school grounds when two or more students are involved in an incident that originated or continued at school.
5. Off of school grounds if a student is criminally charged with a felony and/or if a student's continued presence is a danger to students and/or staff, or property at school.

Exclusionary Discipline:

"Numerous studies have shown that exclusionary discipline often sets the stage for student disenfranchisement, academic failure, dropout, and potential criminalization". This runs parallel to EVA's mission that scholars will graduate prepared for careers, college, and community.

Further, based on a preponderance of research, the U.S. Department of Education (USED) links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, [EVA] will reserve exclusion for only the most serious offenses. We will also employ social and emotional learning, positive behavioral expectations, restorative practices, constructive discipline measures and early intervention/diversion strategies that focus on screening and treatment to minimize a suspended student's time away from school and potential court involvement.



Parent Notification: **Student Privacy**

Notification of Rights Under The Protection of Pupils Rights Amendment (PPRA)

The PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or 8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the
3. school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision,
4. or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
5. Activities involving collection, disclosure, or use of personal information
6. obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution
3. purposes; and
4. Instructional material used as part of the educational curriculum.



These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. EVA has developed and adopted policies (including JR, JR-R and JRA) regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. EVA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. EVA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. EVA will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may follow EVA's grievance policy or file a complaint with:

***Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920***

Student Records:

Notification of Rights Under The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day a District school receives a request for access.
- Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA



- Parents or eligible students who wish to ask to amend their child’s or their education record should write the school Head of School, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend
- the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district’s annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, electronic data management service provider, electronic educational service provider, communicative service provider, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by a District school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202**

Limited Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. FERPA defines “directory



information” as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes information such as student’s name, parent’s name, address and telephone number, student’s photograph, birth date, class/grade level, enrollment dates, weight/height if a member of an athletic team, awards received, and extracurricular participation.

Student Code of Conduct may disclose “limited directory information” without consent if it has given public notice of the types of information which it has designated as “directory information,” and the parent’s or eligible student’s right to restrict the disclosure of such information.

The notification can be found in the Student Code of Conduct and online at www.excelsiorvillageacademies.org. The allowance of the release of Directory Information will remain active until rescinded. EVA may disclose directory information about former students without complying with the notice and opt out conditions; however, must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt out request. Parents and eligible students may not, by opting out of directory information, prevent a school from requiring a student to wear or present a student ID or badge, or prevent EVA from disclosing or requiring a student to disclose the student’s name, identifier, or institutional email address in a class in which the student is enrolled.

Federal legislation requires the disclosure of names, addresses, and telephone numbers of high school students upon request by military recruiters and institutions of higher learning unless individual students age 18 or older or students’ parents request that the information not be released.

The inclusion of directory information allows EVA to provide information from a student’s education record in certain publications, such as:

- A playbill, showing your student’s role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets showing name, weight, and height of team members.

EVA reserves the right to limit the release of Directory Information to those with whom the district has an educational partnership, contract, or written agreement.

Non-Consensual Exceptions for Disclosure-

FERPA also permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose (PII) from the education records of a student without obtaining prior written consent of the parents or the eligible student –



- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5)) ●
To organizations conducting studies for, or on behalf of, the school, in order to:
 1. develop, validate, or administer predictive tests
 2. administer student aid programs
 3. improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School
- Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))



Every Student Succeeds Act: Parent’s Right to Know Professional Qualifications of Teachers and Teacher Assistants

In accordance with Every Student Succeeds Act of 2015, all Districts are required to notify parents at the beginning of each school year of their ‘Right to Know’ the professional qualifications of their student’s classroom teachers and teacher assistants.

In Compliance with the requirements of the Every Student Succeeds Act, the Excelsior Village Academies Public Charter School System would like to inform you that you may request information about the professional qualifications of your student’s teacher(s) and/or teacher assistant(s). The following information may be requested:

- (1) Whether the student’s teacher— (a) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (b) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and, (c) is teaching in the field of discipline of the certification of the teacher.
- (2) Whether the child is provided services by a teacher assistant and, if so, their qualifications.

Michelle Flowers, Head of School
5295 Highway 155 N. Stockbridge, GA 30281 (404) 986 - 8595

Restorative Discipline

Restorative and Progressive Discipline

Progressive discipline and behavior support processes align with the Excelsior Village Academies’ commitment to supporting the needs of the whole child. Progressive discipline processes are designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history and other relevant factors will be taken into account.

Additionally, all due process procedures required by federal and state law will be followed. (O.C.G.A. § 20-2-735) Violations and corresponding consequences are organized into three (3) levels of severity: Level 1 (minor) offenses, Level 2 (intermediate) offenses, and Level 3 (major) offenses.

The school discipline process includes the use of behavior support processes to help students resolve issues that may be contributing to violations of the student code of conduct through the use of resources and support available through the school, school system, and community organizations. These support processes and resources include, but are not limited to, the Student Support Team(Administrators), The Dean of Students , restorative practices with behavior interventions, attendance and academic contacting, peer mediation, and prevention programs.

EVA Restorative Options

Listed below are evidence-based best practices that reduce exclusionary discipline rates, promote equitable disciplinary practices, and build positive student and staff relationships. These methods have been shown to improve school climate. These options are shown to be effective when used before or in place of suspension and may be used as part of the progressive discipline process:

- Restorative Conference
- Reflection Form (Levels 1-3)
- Restorative Behavior Interventions
- Restitution/Logical Consequences
- Restorative Time Out (Reflective Room or Classroom space)

Violations and Consequences

TIER I VIOLATIONS (MINOR)

A (Level 1) Reflection form is written as evidence of best practices. This is used as the first layer of documentation for minor disciplinary infractions. Restorative conversations are implemented between necessary parties (scholar, teacher, faculty, and or community) with achievable behavioral intervention goals created by all parties involved.

Violations: includes but not limited too (tardiness, minor disruptions in class, using electronic devices without permission)

TIER II VIOLATIONS (INTERMEDIATE)

A (Level 2) Reflection form is written as evidence of best practices. This violation may require more structured restorative interventions such as peer mediation, community service within the school, or involvement in a restorative circle with affected parties. These approaches strategically encourage accountability, repair harm caused, and foster a sense of belonging within the school community.

Violations include but are not limited too: (Repeated minor violations, disrespectful behavior towards peer or staff, vandalism of school property, skipping class)



TIER III VIOLATIONS (MAJOR) WHICH MAY RESULT IN REQUEST FOR EXPULSION AND/OR REFERRAL TO COURT

A (Level 3) Reflection form is written as evidence of best practices. This violation is major and may call for more intensive restorative processes, potentially involving administrators, parents/guardians, and external support services. Restorative conferences or circles may be convened to address the harm caused, develop a plan for rehabilitation and reintegration, and ensure the safety and well-being of all students. In some cases, external resources such as counseling or legal intervention may also be necessary.

Violations include but are not limited too: (Physical altercations, bullying, possessions of weapons or drugs, repeated defiance of authority)

Throughout all levels of violations, the emphasis remains on repairing harm, fostering accountability, and promoting positive behavior through restorative practices.

A referral to court may be made by Administrators to Henry County Police for students OF ANY AGE who exhibit the following behavior(s):

- A. Aggravated assault
- B. Arson or attempted arson
- C. Assault or battery of a school employee
- D. Bomb threats, or other false reports to 911 or the school office
- E. Commission of any act which constitutes a felony
- F. Criminal/delinquent acts of extortion or attempted extortion, harassment, or intimidation
- G. Fireworks, stink bombs, or other explosives: Possession, distribution, use, or lighting of
- H. Participating in and/or instigating a riot (major disturbance) within a group or gang
- I. Possession or use of any dangerous instrument which may be used to inflict bodily harm including a firearm, knife with a blade of any length, razor blade, box cutter, and/or starter pistol
- J. Possession or use of mace, pepper gas, tear gas, etc.
- K. Public lewdness or indecent exposure (indecent exposure referred to court)
- L. Retaliating against a school employee, either on or off school property
- M. Severe false accusations of employee by student
- N. Severe violent behavior on school property or at a school function
- O. Sexual harassment or misconduct
- P. Terroristic threat
- Q. The use of illicit drugs and the unlawful possession and use of alcohol are wrong, harmful and illegal; therefore, no student shall possess, sell, use, transmit, handle, display, distribute, or otherwise use or be



under the influence of any narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled substance, drug paraphernalia, over the counter or prescription medication, alcoholic beverage, or intoxicants of any kind.

- R. Trespassing or presence on school property while suspended/expelled constitutes criminal trespass.
 - S. Violence, and acts of assault and/or battery.
 - a. A juvenile court referral does not always result in a student being taken to the Youth Detention Center (YDC) from school. Upon receipt of a referral, the court will process the report and will handle it in the usual manner. Students may, however, be transported to YDC depending on the nature of the offense and the student's previous delinquent acts record.
 - b. Any offense (even those not listed) may be referred to the Juvenile Court system.
 - c. Students placed on suspension of expulsion will be prohibited from attending or participation in any school-sponsored activities and prohibited from being on any Board of Education campus except their assigned alternative site.
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Terms- Student Code of Conduct

- **“Administrator”** means the principal, assistant principal or other designated person to whom authority has been delegated.
- **“Aggravated Assault”** A person commits the offense of aggravated assault when the assault with intent to murder, to rape, or to rob with a deadly weapon or with any object, device, or instrument which, when used offensively against a person, is likely to or actually does result in serious bodily injury a person or persons without legal justification by discharging a firearm from within a motor vehicle toward a person or persons O.C.G.A.16-5-21
- **“Battery”** A person commits the offense of battery when he or she intentionally causes substantial physical harm or visible bodily harm to another. As used in this Code section, the term “visible bodily harm” means bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts. Any person who commits the offense of battery against a teacher or other school personnel, engaged in the performance of official duties or while on school property shall, upon conviction thereof, be punished by imprisonment for not less than one nor more than five years or a fine of not more than \$10,000.00, or both. O.C.G.A. § 16-5-23.1
- **“Board”** means the elected members of the EVA School Board.
- **“Bullying”** means any willful attempt or threat to inflict injury on another person, accompanied by an apparent present ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.
- **“Clubs/Organizations”** groups composed of students who wish to organize and meet for common goals, objectives, or purposes and which are directly under the sponsorship, direction, and control of the school. This does not include competitive interscholastic activities.
- **“Competitive Interscholastic Activity”** means functions held under the sponsorship of the school that involves its students in competition between individuals, houses, or groups representing two (2) or more categories. This includes cheerleading, band, chorus, and other enrichments.



- **“Cyberbullying”** are acts of bullying that involve electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students’ or school personnel’s person or property or has a high likelihood of succeeding in that purpose.
- **“Disciplinary Hearing Officer”** and Tribunal means the individual(s) appointed to conduct disciplinary hearings. Primarily The Dean of Students and Administrators.
- **“E.C.D.”** means electronic communication device which includes cell phones, pagers, PDA’s, and other similar electronic instruments.
- **“E.V.A.”** Excelsior Village Academies
- **“Fight”** means mutual participation in a physical conflict involving two (2) or more persons. It does not include verbal confrontations. (see Simple Assault, Simple Battery.)
- **“Guardian Ad Litem”** a guardian appointed by the court to represent the interest of children in legal actions.
- **“I.E.P.”** Individualized Education Plan
- **“Legal Guardian”** means a person or institution named in a will or a temporary guardianship who is responsible for the care of minor children. (2) Person assigned by the court to take care of minor children.
- **“O.C.G.A.”** means Official Code of Georgia Annotated (State Law).
- **“Parent”** means the student’s natural parent(s) or court approved legal guardian(s).
- **“Multi-Tiered System of Supports” MTSS-** a process for providing interventions for students who are having difficulty meeting academic & behavioral expectations.
- **“Simple Assault”** A person commits the offense of simple assault when he or she either: (1) attempts to commit a violent injury to the person of another (2) commits an act which places another in reasonable apprehension of immediately receiving a violent injury O.C.G.A. § 16-5-20
- **“Simple Battery”** A person commits the offense of simple battery when he/she either:(1) intentionally makes physical contact of an insulting or provoking nature with the person of another (2) intentionally causes physical harm to another O.C.G.A § 16-5-23
- **“SSP/SST”** refers to the Student Support Process or Student Support Team.
- **“Teacher”** means a classroom teacher, substitute teacher, student teacher or any school employee who has been given authority over some part of the school program by the principal or a supervising teacher.
- **“Terroristic Threat”** A person commits the offense of a terroristic threat when he threatens to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, place of assembly, or facility of public transportation or otherwise causing serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience. No person shall be convicted under this subsection on the uncorroborated testimony of the party to whom the threat is communicated O.C.G.A. § 16-11-37.
- **“Verbal Assault”** is an intense, extreme or severe attack transmitted by speech intended to threaten and/or intimidate another person. The pronouns “he, his, him” and “himself” will be used to indicate both male and female.



Student Discipline Policy

Student Rules & Procedures

School attendance is a right guaranteed to students and will not be denied without due process. So that students may attend school in a setting conducive to learning, all students are expected to conduct themselves in a proper and lawful manner. Excelsior Village Academies Inc. does not tolerate possession and/or use of drugs including alcohol, acts of violence, and possession of weapons within a school safety zone as defined in O.C.G.A. 16-11-127.1 for all students.

Students will be held personally accountable for behavior that may adversely affect the educational process or endanger the health, safety or well being of other students, teachers or employees of the school system while on any property of Excelsior Village Academies, attending school sponsored events or activities, riding as passengers on vehicles operated by or on the behalf of the Board of Education, at the bus stop, enroute to and from school, or while within a school safety zone as defined in O.C.G.A. 16-11-127.1. This accountability includes, but is not limited to, passive participation, being an accomplice, or inciting, advising or counseling others to engage in acts that are in violation of the Student Code of Conduct, federal and/or state laws. It also includes conduct off school grounds that has a direct and immediate effect on maintaining order or discipline in school, or maintaining the safety and welfare of students and staff, or which could result in the student being criminally charged with a felony and when the student's continued presence at school becomes a potential danger to persons or property at the school.

Students may be excluded from school for violating school board rules, state or federal laws. Students may also be excluded if they assault or commit battery upon a teacher, other school official or employee [(O.C.G.A. 20-2-753(a)]. Students may be assigned detention, suspended temporarily or expelled from school for serious or repeated violation of student behavior rules. No student in K through fifth grade shall be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of support per O.C.G.A. 20-2-742. The rights of students will not be abridged, and due process will be followed in all cases. The professional judgment of the principal and the facts of the investigation will guide the principal in deciding upon the appropriate disciplinary action.

No student shall be subjected to disciplinary measures on the basis of an act or allegation of sexual harassment unless the District has first followed the requisite protocol for responses to and investigations of sexual harassment set forth in the District's Sexual Harassment Protocol. This procedural requirement does not apply to disciplinary consequences and administrative placements based on the commission of a student's designated felony status. An emergency removal of a student implemented pursuant to 34 C.F.R. 106.44(c) is a protective act and not a disciplinary measure.

Bringing a weapon or explosive compound to school is considered a felony and could subject the student or any individual to a fine of up to \$10,000 and imprisonment of not less than two (2) nor more than ten (10) years or both. [O.C.G.A. 16-11-127.1] If the student is under the age of 17 and violates this law, the student shall be subject to juvenile proceedings. The student is also subject to expulsion for being in possession of any illegal substance or any substance represented to be illegal, including counterfeit drugs.

The Board of Education does not authorize principals, teachers or other employees of the system to administer corporal punishment (padding) on any student as provided in O.C.G.A. 20-2-730 et. seq. Teachers, principals or



other educators shall not be liable for any civil damages for, or arising out of, any act or omission concerning, relating to, or resulting from the discipline of any student or the reporting of any student for misconduct, except for acts or omissions of willful or wanton misconduct (O.C.G.A. 20-2-1000). Teachers, principals, or other educators shall be immune from criminal liability relating to or resulting from the discipline of any student or the reporting of any student for misconduct provided that the educator acted in good faith (O.C.G.A. 20-2-1001). Teachers and principals have the authority to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order.

Pursuant to O.C.G.A. Section 20-2-735 EVA adopts an age appropriate student code of conduct which includes standards of behavior, progressive discipline, a description of the Student Support Process, parental involvement, and the policies and procedures related to student discipline.

The following **STANDARDS OF BEHAVIOR** are the EVA expectations and shall apply to **ALL** students.

Expectation 1: Complying with Directions/Commands & Policies

No student shall fail to comply with directions or commands of school administrators, teachers, student teachers, substitute teachers, teacher aides, transportation drivers (if applicable), or other authorized school personnel. No student shall willfully and persistently violate the Student Code of Conduct or any administrative policy of the school or the system as a whole.

Expectation 2: Disruption and Interference with School

No student shall disrupt or otherwise interfere with the orderly operation of school or school activities.

Expectation 3: Substantial Disruption and Clear Danger

No student shall cause substantial disruption of the school environment or present a clear danger to any other student(s) or school personnel.

Expectation 4: Committing Illegal Acts

No student shall commit any illegal act. Acts which will not be permitted include, but are not limited to, violation of any federal, state or local law, possession and/or discharge of fireworks, obscene and indecent acts, libelous or slanderous acts toward other students, teachers, administrators, other school personnel or other persons

Expectation 5: Damaging, Destroying or Vandalizing Property

No student shall willfully or maliciously damage, mark, deface, destroy or vandalize real or personal property of another student, other persons legitimately at the school or of the Board of Education during or after school hours.



Expectation 6: Bullying and Cyberbullying

Bullying is a pattern of behavior, which may include written, verbal, or physical acts, that is so severe, persistent, or pervasive so as to have the effect substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm.

No student shall sexually, emotionally, verbally, physically, or by any communication by telephone, mail, broadcast, computer, computer network, or by any other electronic device or through the use of electronic communication as defined in O.C.G.A. 20-2-751.4 or otherwise harass, threaten, intimidate, or bully or cyberbully any student, teacher, school employee, or other person. Any student, in grades 6-8, committing the offense of bullying for the third time in a school year, shall be assigned to an alternative school pursuant to O.C.G.A. 20-2-751.4. Any form of harassment, threats, intimidation, or bullying or cyberbullying shall be promptly reported to an administrator or counselor. Teachers may be notified to maintain classroom discipline. Bullying can consist of acts that qualify as sexual harassment. Such acts must be first addressed through the District's Sexual Harassment Protocol prior to the District taking any disciplinary action based on such acts.

Expectation 7: Assault, Battery, and Threatening Others

No student shall assault, commit battery upon, threaten, or otherwise abuse any student, teacher, school employee or other person. A student may be referred for permanent expulsion for violation of this section.

Such acts must be first addressed through the sexual harassment due process framework found in the District's Sexual Harassment Protocol prior to the District taking any disciplinary action based on such acts.

Expectation 8: Sexual Harassment

Sexual harassment is hereby defined as unwelcome conduct of a sexual nature that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or a related activity. Sexual harassment also includes the federal offenses of sexual assault, dating violence, domestic violence and stalking.

Sexual harassment is prohibited by the District and can result in remedial and disciplinary consequences when the District complies with its Sexual Harassment Protocol.

Conduct that is not of a sexual nature that results in harassment on the basis of a person's personal traits or status (including sex, sexual orientation and gender identity) is not sexual harassment for the purpose of this rule. Such conduct can be addressed as violations of Expectations 6 or 7 above if the elements of those offenses are met.

Any staff member who has actual knowledge about sexual harassment covered by Rule 8 shall report it to the Title IX Coordinator (Michelle Flowers).

Expectation 9: Physical Violence Toward School Staff or Bus Drivers

No student shall commit any act of physical violence as defined in Student Code of Conduct, Expectation 9 against a teacher, school bus driver, school official, or school employee (O.C.G.A. § 20-2-751.6). A student shall be referred to



a disciplinary hearing for violation of this section. A student found to have committed an act of physical violence by intentionally making physical contact of an insulting and provoking nature [Student Code of Conduct, Expectation 9 (1)] may be disciplined by short-term suspension, long-term suspension or expulsion. A student found to have committed an act of physical violence by intentionally making physical contact which causes physical harm [Student Code of Conduct, Expectation 9(2)] shall be permanently expelled and, if applicable, referred to juvenile court

Expectation 10: Physical Assault and Bullying on a School Bus

No student shall engage in bullying as defined in O.C.G.A. § 20-2-751.4(a) or in physical assault, battery, other unruly behavior, verbal assault or disrespectful conduct toward the bus driver or others. If a student is found to have engaged in bullying, a meeting of the parent of the student and appropriate school district officials shall be required to develop a school bus behavior contract for the student. Such contracts shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Procedures for developing the contract are outlined in See Student Code of Conduct.

Expectation 11: Weapons and Dangerous Instruments

(a) No student shall possess, handle, display, discharge, transmit or otherwise use any handgun, firearm, rifle, shotgun, firearm as defined in O.C.G.A §16-11-106 and 16-11-131 or any weapon designed or intended to propel a missile of any kind or similar weapon; any explosive compound or incendiary device; or any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar or hand grenade.

(i) A student shall be referred for a Full Calendar Year Expulsion for violating subparagraph (a). See Student

Code of Conduct

(ii) The Superintendent or his/her designee shall have the authority, pending a student disciplinary hearing, to reduce the Full Calendar Year Expulsion under circumstances where it appears to be excessive. (iii) The School Disciplinary Hearing Officer shall also have the authority to modify a Full Calendar Year Expulsion on an individual basis.

(vi) On appeal to the Board, a Full Calendar Year Expulsion may be reduced after considering the prior actions of the Superintendent and the School Disciplinary Hearing Officer.

(b) No student shall possess, handle, display, discharge, transmit or otherwise use any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon- type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nunchuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, any stun gun or taser, chemical mace, tear gas, pepper gas or other offensive irritant aerosols. Such terms shall not include any of these instruments used for classroom work authorized by the teacher.

(i) Students violating subparagraph (b) by bringing weapons to school, on school property, in a building owned or leased by the school district, at a school function, to school related activities, or on a bus or other transportation provided by the school district and that meets the state law definition or Board



definition of weapons may be subject to discipline as specified in the Student Code of Conduct.

Weapons include the objects listed in subparagraphs (a) and (b) and also include any object that reasonably can be considered a weapon or have the appearance of a weapon.

(ii) Administrators have the authority to ban or confiscate any item that in their judgment, may be used as a weapon to cause bodily harm either to students, themselves or others.

(c) All employees must report violations of this policy to the Administrators of the school. If the administrator has reasonable cause to believe that a report is valid, he/she must immediately make an oral report to the Superintendent and to the appropriate law enforcement authority and district attorney. The student's parents or guardian will be notified immediately of his/her child's involvement in any activity involving weapons. Students will be given a copy of the Code of Conduct, which includes a statement of prohibited conduct with regard to weapons and possible disciplinary actions.

Expectation 12: Using or Threatening to use a Deadly Weapon and Bomb/Terroristic Threats

Any student who uses, or threatens to use a deadly weapon, including, but not limited to, a firearm or knife, which may cause bodily harm or death, shall be subject to permanent expulsion. Students participating in or making a bomb or terroristic threat shall be subject to permanent expulsion. Student conduct off school grounds that has a direct and immediate effect on maintaining order or discipline in schools, or maintaining the safety and welfare of the students and staff, or off-campus conduct which could result in the student being criminally charged with a felony and when the student's continued presence at school becomes a potential danger to persons or property at the school, shall be subject to EVA's discipline policies.

Expectation 13: Drug Usage and Possession

The use and/or possession of tobacco including e-cigarettes, by students in any form is prohibited: a) on any school property; b) or any other property of EVA; c) while riding as passengers on vehicles operated by the EVA ; or d) while participating in or attending any school sponsored event at any time.

The use of illicit drugs and the unlawful possession and use of alcohol are wrong, harmful and illegal; therefore, no student shall possess, sell, use, transmit, handle, display, distribute, otherwise use or be under the influence of any:

- narcotic • hallucinogenic drug • amphetamine • barbiturate • stimulant • depressant • marijuana • marijuana flavored products • other controlled substance • drug paraphernalia • over the counter or prescription medication(s) • alcoholic beverage • intoxicant of any kind or • substance represented to be illegal drugs or imitation controlled substance
- substances that contain chemicals which produce the same or similar effect of illegal substances including, but not limited to: psychoactive synthetic drugs, synthetic cathinones, synthetic cannabinoids, "Spice", "K-2", "Blaze" and "Red Dawn".



Expectation 14: Absenteeism

No student shall be absent from school or from any class or required school function during school hours without the written permission of the parent/guardian and/or the approval of the Head of School, except in cases of personal illness or other providential cause.

Expectation 15: Dress Code

Students shall comply with EVA's Uniform Student Dress Code K through 8 (as found in EVA Family Handbook 2024). Student uniforms are an important aspect of our school culture. Uniforms help create balance in the school and allow scholars to focus on what is most important: their learning. Scholars must be in uniform while on school grounds and may not change out of their uniform before dismissal. Faculty or staff members call the parents or guardians of scholars who arrive at school out of uniform and ask them to bring to school the missing uniform item(s) before admitting the scholars to class. Shirts must be tucked-in, shoelaces must be tied, and Velcro must be fastened at all times. If scholars cannot tie their shoes, please focus on developing this skill at home and try to provide shoes with Velcro or other non-lace fasteners for school while they are learning. Please label clothing with your child's name, especially items that might be removed during the day.

Boys' uniform:

Top

- Excelsior Village Academies embroidered Coed Pique heather gray polo shirt (long-sleeve or short-sleeve) in Kindergarten or Excelsior Village Academies embroidered Coed Pique white polo shirt (long-sleeve or short-sleeve) in grades 1-3.
- Excelsior Village Academies embroidered Charcoal Heather Gray sweater, optional (cardigan, sweater vest, or V-neck long-sleeve pullover; no hoodies)
- All uniform tops need to be with the correct Excelsior Village Academies' logo.

Bottom

- Gray pants; Shorts (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim, corduroy, or cargo pants)
- Black belt (required grade 3)
- White, black, navy blue or gray socks

Shoes

- Black sneakers (all black only—no stripes, patterns, designs, or colored laces)
- Black rubber sole shoes

During inclement weather, students may wear boots, but they must change into their uniform shoes upon entering class.

Girls' uniform:

Top

- Excelsior Village Academies embroidered Coed Pique heather gray polo shirt (long-sleeve or short-sleeve) in Kindergarten or Excelsior Village Academies embroidered Coed Pique white polo shirt (long-sleeve or short-sleeve) in grades 1-3.
- Excelsior Village Academies embroidered Charcoal Heather Gray sweater, optional (cardigan, sweater vest, or



V-neck long-sleeve pullover, no hoodies)

- All uniform tops need to be with the correct Excelsior Village Academies' logo.

Bottom

- Gray pants; Bermuda shorts (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim, corduroy, or cargo pants)
- Gray round neck jumper dress (no extra pockets or extra buckles)
- Gray pleated skirt or skort (no miniskirts)
- Black belt (required grade 3, if there are belt loops)
- White, black, navy blue, or gray socks (no lace, no stripes, no designs)
- White, black navy blue, or gray tights (no lace, no stripes, no designs)

Please note: Girls may not wear jumpers or skirts on days when they have physical education (gym). We strongly recommend that girls always wear tights under their skirts or jumpers.

Shoes

- Black sneakers (all black only – no stripes, patterns, designs, or colored laces)
- Black dress shoes (flats only; no high heels, princess heels, or wedges)

During inclement weather, students may wear boots, but they must change into their uniform shoes upon entering class.

Girl's and Boy's physical education uniform:

- Heather gray embroidered crew neck tee
- Heather gray embroidered crewneck sweatshirt
- Heather gray fleece jogger
- Black sneakers (all black only – no stripes, patterns, designs, or colored laces)
- Head coverings, hats, caps or other head coverings may not be worn unless they are worn in observance of one's faith or culturally. Dyed hair or a hairstyle that serves as a distraction – as determined by the school – is not permitted.

Prohibited clothing and accessories:

- Hooded sweatshirts, zippered jackets, or non-sweater vests
- Makeup (including nail polish, lip gloss, and glitter)
- Jewelry (bracelets, necklaces, rings, no hoops/large earrings, etc.) Conservative religious jewelry (such as a necklace with a religious symbol) may be worn under clothing and stud earrings are permitted.

Additional Uniform specifics are found in EVA Family Handbook 2024

Expectation 16: Electronic Devices (Cell Phones)

No student shall possess (even if turned off) an electronic device during assessments or state testing. Students are not permitted to use personal electronic devices within school unless approved by the Head of School or teacher. For additional information and guidance, reference Family Handbook.



Expectation 17: Verbal Assault and Physical Assault

No student shall verbally assault, threaten violence or physically assault other students, teachers, administrators, other school personnel or persons attending school-related functions.

Expectation 18: Disrespectful Conduct

Students shall not become involved in disrespectful conduct or use vulgar or profane language toward other students, teachers, administrators, other school personnel or persons attending school-related functions.

Expectations 19: False Reporting

No student shall make materially false statements in bad faith in connection with reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student during or after school hours. A materially false statement can be false based on the intentional omission of a relevant and material fact known to the reporting student. Any student having knowledge shall report to the Head of School or designee.

Expectations 20: Passive Participation

No student shall incite, advise, encourage or counsel other students to engage in prohibited acts, be a passive participant or be an accomplice to a violation of the Student Code of Conduct, federal and/or state laws.

Expectations 21: Internet/Electronic Use

See family handbook

Discipline

Parents, schools, and communities share the responsibility for helping students develop positive self discipline. Expected behavior is shown through actions that promote learning and encourage self control during school as well as during all school-related activities. Students should be prepared to participate fully in the learning process, avoid behavior that impairs their own educational achievement or that of others, show respect for the knowledge and authority of teachers, administrators, and other school employees, and recognize and respect the rights of other students and adults. When students fail to use self control and self discipline, disciplinary consequences are used to restore order to the learning environment as well as to protect the rights of others.

Excelsior Village Academies Inc., as in the community, certain policies and administrative regulations are established to guide students through constructive growth and into mature adulthood. These policies and administrative regulations are basically the same from K through grade 8. Parents, teachers, and others responsible for the welfare and education of these students should cooperate in interpreting and enforcing these rules. The EVA Board has established certain policies and administrative regulations regarding student conduct and disciplinary action. Some of these policies/administrative regulations are included in this handbook and our family handbook and should be reviewed carefully by parents/legal guardians and students.



Disclaimer

This discipline matrix, core value matrix, and handbook(s), and each section therein, is a working document that may be updated at the discretion of school leadership and as circumstances change. Any policy or procedural changes that take place after the distribution of this handbook will be updated on the website. Such changes will supersede what may be listed in this version of the handbook, with the most current version of the handbook and policies published on our school website.

Excelsior Village Academies Where Eagles S.O.A.R.- Core Value Matrix



S – (Service) Our world and communities are interconnected; we approach one another with a generosity spirit and acts of service
O - (Operate with Integrity) Act well in situations that require an ethical response and honesty
A- (Achieve with Excellence) We grow our capacities with a relentless pursuit to learn and challenge ideas, while aiming to do all that we do with distinction
R – (Respect) Regard for feelings, wishes, rights or traditions for each other and ourselves

Core Values	Arrival/ Dismissal	Classroom	Walkways/ Transitions	Events	Cafeteria	Bathrooms
<p>Service</p> <p>Our world and communities are interconnected; we approach one another with a generosity spirit and acts of service</p>	<ul style="list-style-type: none"> ★ Greet with smile, firm handshake, and eye contact ★ Arrive to school at 7:30am (breakfast). ★ Instruction begins at 8:00am. ★ If late enter main office and transition quietly ★ Lending a “quiet” hand to a peer/staff ★ Report directly to your car at dismissal. 	<ul style="list-style-type: none"> ★ Cell phones are not permitted ★ Active listening, paying attention, and engage in learning. ★ Be in class ready to learn (STAR: sit up tall, track speaker, ask/answer ques, respectful always) ★ Lending a “quiet” hand when needed ★ Inform teacher any concerns with other scholars 	<ul style="list-style-type: none"> ★ Must have hall pass and be with a classmate if using restroom/office ★ Walk and Talk with inside voices! ★ Single lines, quiet voices, and safety eyes on ★ Students focus on getting to the next location on time and quietly. 	<ul style="list-style-type: none"> ★ Outside food or drinks are not permitted. ★ Use inside voices until event begins ★ No disruptions during speaker or assembly ★ Be prepared to discuss “take aways” and what you learned 	<ul style="list-style-type: none"> ★ Electronic devices are not allowed. ★ Clean up all the trash. ★ Greet staff and go to designated area ★ Teachers on assigned duty ★ Students should model self-control, leadership skills, and positive interactions 	<ul style="list-style-type: none"> ★ No usage during the 1st and last 15 minutes of class. ★ Respect school property. ★ Wash hands ★ Hall pass is required when transitioning
<p>Operate w/ Integrity</p> <p>Act well in situations that require an ethical response and honesty</p>	<ul style="list-style-type: none"> ★ Students acknowledge and carry out the request of Admin and ALL staff members. ★ Have all belongings prepared to dismiss at end of day, led by teachers. 	<ul style="list-style-type: none"> ★ Students come prepared with class materials. ★ Treat others the way they want to be treated. ★ If teacher is not present all procedures followed with other staff ★ Work diligently in your own space unless group work permitted 	<ul style="list-style-type: none"> ★ Students avoid causing disruptions. ★ Follow teacher requests. ★ Go to your correct location. ★ Return found items. ★ Use integrity; Do not prolong transitions or restroom breaks. 	<ul style="list-style-type: none"> ★ Good sportsmanship. ★ Be respectful and considerate of everyone in the room (speaker, faculty and other students). ★ Think before speaking; use judgment to make suggestions and comments 	<ul style="list-style-type: none"> ★ Be polite ★ Respect Personal Space and Belongings ★ Patiently wait your turn. ★ Wait for dismissal from staff/teacher ★ Avoid Profanity and disruptions. 	<ul style="list-style-type: none"> ★ Disposing all used items. ★ Keeping stalls clean. ★ Encourage others to wash hands and keep area clean
<p>Achieve w/ Excellence</p> <p>We grow our capacities with a relentless pursuit to learn and challenge ideas, while aiming to do all that we do with distinction</p>	<ul style="list-style-type: none"> ★ Be the first to arrive at class. ★ Be prepared to learn. ★ Prepared for dismissal. 	<ul style="list-style-type: none"> ★ Be the first to actively engage. ★ Turn in homework and signed paperwork ★ Respect all viewpoints and backgrounds. 	<ul style="list-style-type: none"> ★ Students display hall pass. ★ Encourage peers to pick up trash. ★ Be courteous of other classrooms in progress ★ Show excellence with self-control during transitions 	<ul style="list-style-type: none"> ★ Be a positive ambassador for EVA. ★ Follow staff instructions ★ Show school spirit ★ Volunteer as needed 	<ul style="list-style-type: none"> ★ Make an inclusive environment. ★ Be kind to others. ★ Clean up spills. 	<ul style="list-style-type: none"> ★ Wash hands. ★ Respect personal space. ★ Leaving restroom when finish ★ Tell an adult if something is not “normal” in restroom
<p>Respect</p> <p>Regard for feelings, wishes, rights, or traditions for each other and ourselves.</p>	<ul style="list-style-type: none"> ★ Leaving EVA campus is not permitted ★ Staff posted to ensure scholars transition safely to parents/guardians’ 	<ul style="list-style-type: none"> ★ Students refrain from opening any door. ★ Being kind when others ask or answer questions. ★ No Answering the classroom phone unless permitted. ★ Only leave when hall pass has been given permission. 	<ul style="list-style-type: none"> ★ Avoid altercations and conversations. ★ Walking in HALLS position (hands at your side, attention forward, lines straight, and lines together in silence) ★ Politely interject when disagree with peers ★ Report seen or heard incidents. 	<ul style="list-style-type: none"> ★ Parental permission ★ Be an active listener ★ Engage in activities ★ Allow others to express themselves before speaking ★ Remain seated until dismissed 	<ul style="list-style-type: none"> ★ Stay seated in the cafeteria. ★ Students may NOT have outside food (Wendys, McDonalds) ★ Cleaning up your area in Eagle’s Cafe, ★ Keep hands and objects to yourself. 	<ul style="list-style-type: none"> ★ Use the bathroom as intended. ★ Giving everyone privacy during usage ★ Avoid horseplaying and inappropriate activity.

