

2021-2022
Parent and Scholar Handbook
And
Code of Conduct
Middle School Version

BOOKER T. WASHINGTON ACADEMY ELEMENTARY SCHOOL
804 State Street
New Haven, CT 06511
203-691-6535

BOOKER T. WASHINGTON ACADEMY MIDDLE SCHOOL
306 Circular Avenue
Hamden, CT 06514
203-230-0071

Our Mission

“The Booker T. Washington Academy is committed to providing a safe, nurturing and challenging learning environment with the aim of producing responsible and productive citizens prepared to successfully compete in the global marketplace.”

Letter from the Executive Director

August 2021

Dear Parents:

Thank you for choosing the Booker T. Washington Academy for your child! The School's leadership team, managers, faculty, and staff are eager to demonstrate the heights of achievement that all Scholars can attain when given the opportunity and the tools necessary to succeed. We recognize parental support and participation as vital to the fulfillment of our mission. As a first step toward involving you in your child's education, we have prepared *The 2021-2022 Parent and Scholar Handbook* and the *Code of Conduct*. We encourage you to read both sections of this booklet thoroughly and discuss them with your child.

The Parent and Scholar Handbook includes contact information for the School's leadership team, general information about our proven curriculum and instructional design, and specific School policies and procedures which, if followed consistently, will contribute to the development of our community and the success of our School. The *Code of Conduct* describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment.

Should you have a question that is not answered within these pages, please feel free to contact me, another member of the School's leadership team, or your child's teacher(s).

The launch of the 2021-2022 school year at Booker T. Washington Academy marks the beginning of an exciting journey! Together, we will discover the many joys of learning as we strive continually for excellence.

Sincerely,

John A. Taylor Jr.
Executive Director

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Appendix A

Scholar Rights and Responsibilities

Appendix B

BOOKER T. WASHINGTON ACADEMY CHARTER SCHOOL
INSTRUCTIONAL CALENDAR
FY 2021-22

MONTH	EVENT DATE	EVENT DESCRIPTION
JULY 2021	JULY 4	Independence Day
AUGUST 2021	August 9 23 30 31	New Teachers Report All Staff Report Staff Professional Development 5th Grade Report (½ Day) 6th Grade Report (½ Day)
SEPTEMBER 2021	September 1 2 3 6 16	7th & 8th Grade Report (½ Day) 5-8th Grade Reports (½ Day) All Grades Report (First Full Day of School) Labor Day- School Closed Yom Kippur- School Closed Total Instructional Days -18
OCTOBER 2021	October 8 11	Prof Devt- No Students Indigenous People's Day – School Closed Total Instructional Days -19
NOVEMBER 2021	November 2 11 24 25-26 30	Prof Devt – No Students Veterans Day - School Closed Early Dismissal (end of 1st Trimester) Thanksgiving Break – Closed Parent/Teacher Conference - Early Dismissal Total Instructional Days- 17
DECEMBER 2021	December 10 22 23-31	Professional Development - No School for Students Early Dismissal Winter Break- Winter Recess (Closed) Total Instructional Days- 15
JANUARY 2022	January 1 3 6	New Year's Day - Closed School Re-Opens

		17	Prof Development- No Students Martin Luther King Day - Closed Total Instructional Days- 19
FEBRUARY 2022	February	18-22	Winter Break (School Closed) Total Instructional Days -17
MARCH 2022	March	18 29	Prof Development – No Students Parent/Teacher Conference - Early Dismissal Total Instructional Days- 22
APRIL 2022	April	15 18-22	Early Release- Spring Break- Spring Break (School Closed) Total Instructional Days -15
MAY 2022	May	3 30	Professional Development - No Students Memorial Day- (School Closed) Total Instructional Days -20
JUNE 2022	June	10 13-16 17	School-Wide Field Trip Early Dismissal Last Day of School - Early Dismissal Total Instructional Days -13 Grand Total Instructional Days - 182

School Overview

MISSION

The Booker T. Washington Academy was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The overarching goals of the School are to:

1. Demonstrate the heights of academic achievement that Public School Scholars can routinely attain when the advantages of charter School governance are coupled with ambitious new academic standards
2. Offer area families rich new choices in public education
3. Create new professional settings for teachers that permit them to succeed, free from debilitating work rules, financial constraints, and excess regulation.

Serving Scholars in grades K-8 in the 2021-22 School year, the Booker T. Washington Academy will work with families to provide a safe, nurturing and challenging learning environment with the aim of producing responsible and productive citizens prepared to successfully compete in the global marketplace.

LEADERSHIP

The School's highly skilled and experienced leadership team, composed of the following, is eager to serve you and your child through the provision of a world-class education:

John A. Taylor, Jr.	Executive Director Email: john.taylor@btwacs.org
Dr. Laura Main	Chief Academic Officer Email: laura.main@btwacs.org
Dr. Vernee Butterfield	Director of Talent Recruitment & Management Email: vernee.butterfield@btwanewhaven.org
Dr. Reginald Hickman	Elementary School Principal Email: reginald.hickman@btwanewhaven.org
Tavares Bussey	Middle School Principal Email: tavares.bussey@btwanewhaven.org
Tomeka Howard	Dean of Student Culture - Middle School Email: tomeka.howard@btwanewhaven.org
Kenneth Joseph	Dean of Student Culture - Elementary School Email: kenneth.joseph@btwanewhaven.org

Your satisfaction is the School's highest priority, so we hope you will contact the School's leaders with any questions, concerns, or suggestions at:

(203) 691-6535 (Elementary) or
(203-230-0071 (Middle).

Board of Trustees

Booker T. Washington Academy's Board of Directors consists of 11 members. At Booker T. Washington Academy, the roles of the board, management, and staff are distinct:

- The board reviews and sets overarching policies, approves an annual budget, and hires and fires management
- Management negotiates and manages contracts, supervises staff, and runs daily operations

Day-to-day School operations are the responsibility of the Executive Director, who is assisted by the Principal and other members of the School's Leadership Team.

Listed below are the current members of the Booker T. Washington Academy Board of Directors:

- | | |
|-------------------------------|-----------------------------------|
| ➤ Reverend Eldren Morrison | Founder |
| ➤ Pastor Kelcy Steele | Board Chair |
| ➤ Sherri Thompson | Vice Chair |
| ➤ Kate Kelly | Treasurer |
| ➤ Dave Martin | Secretary |
| ➤ Jesse Phillips | Board Member |
| ➤ Dr. Tamiko Jackson-McArthur | Board Member, NHPS Representative |
| ➤ Jeff Cirrilo | Board Member |
| ➤ Sydney Perry | Board Member |

HOURS OF OPERATION

Instruction begins promptly at 8:00 a.m. and ends at 3:00 p.m., Monday through Friday. *No Scholar will be admitted into the School building before 7:45 a.m., unless they are enrolled in the Before and After-School Program.*

Curriculum and Instructional Design

At the heart of Booker T. Washington Academy is a highly structured curriculum that sets high expectations and provides individualized instruction to assist Scholars in attaining ambitious goals for achievement. Booker T. Washington Academy provides a strong academic foundation for Scholars that will prepare them for success throughout life.

Reading

The Grade 5-8 reading curriculum is a novel-based approach which comes from the Education Institute. Throughout the course of the novel, teachers utilize the Socratic Method which involves conversations in which students are asked to question their assumptions. Teachers utilize probing questions to promote student thinking and allow for the development of deeper understanding of the topic/theme. Each novel has connected texts which allow students to make connections to the major themes of the novel using current events or topics of interest. Scholars are responsible for backing up their claims using evidence from the text and are asked to complete exit tickets to demonstrate mastery of concepts/skills.

Writing

Scholars write for a variety of purposes and projects. One period per day is devoted to Writer's Workshop in grades 5-8. The workshop begins with a mini lesson that targets a specific area of focus. Scholars write independently for the majority of the writing block as the teachers' conference with them about their writing. The curriculum is aligned with the expectations of the Common Core State Standards. Scholars write informational, narrative and persuasive pieces throughout the course of the year. At the end of each unit, scholars publish one piece of writing and share their work with others at a celebration.

Mathematics

Booker T. Washington Academy teaches mathematics for 90 minutes per day. The core curriculum for grades K-5 is *Eureka Math*, which supports scholars in a comprehensive and coherent understanding of mathematics. The core curriculum for grades 6-8 is *enVision Mathematics* which focuses on deep conceptual math understanding aided by visual models, student-centered projects, and personalized learning by making math relevant to students.

Beginning in grade 7, scholars may take a compacted math course which allows them to complete both grade 7 and 8 content in one year, allowing them access to Algebra I in grade 8. Scholars are nominated for this course by their 6th grade math teachers using specific criteria. Parents may also nominate their scholar

for this course by speaking with either the sixth grade math teacher or the Principal.

Instructional Model

Booker T. Washington Middle School utilizes the Modern Classrooms approach to instruction. This is a student-centered model of blended learning where students access content through teacher-created videos. Students control the pace of their learning within the unit of instruction and have access to the content both in and outside of the classroom. Students progress through the unit based on the demonstration of mastery of the key concepts and skills, which are identified by the teacher. Classroom time is utilized for students to work individually or in small groups with one another or with the teacher for personalized instruction.

Special Education Services

In accordance with the federal law, BTWA offers a comprehensive program for Scholars with disabilities. A free and appropriate public education is offered in the least restrictive environment. BTWA's professional staff members, in collaboration with parents, develop Individual Education Plans for all Scholars with disabilities. Services including psychological assessments, speech/language therapy, occupational and physical therapy and support instruction are provided as needed. BTWA is committed to complying with the requirements in Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. Towards this end, all Scholars with disabilities are afforded access to appropriate educational services.

BTWA Middle School Classwork and Homework Policy

BTWA Middle School uses the Modern Classrooms approach. This instructional model uses blended learning and is mastery based. The model allows for self-pacing during the course of a unit and provides soft deadlines so that scholars can get feedback as to their pacing. Lessons/assignments are classified as "Must Do," "Should Do" and "Aspire to Do." Scholars are responsible for completing all "Must Dos" and "Mastery Checks" by the hard deadline at the end of each unit.

Scholars and families will be provided with weekly feedback on Fridays as to whether or not they are well below, below, at, or above pacing goals as well as their achievement during the unit. Scholars will complete this in class each Friday and parents will see the reflection posted in the Google Classroom. This home/school communication will allow for appropriate intervention so that the student has support and encouragement to get back on pace or be commended

for achieving/exceeding expectations. This also allows time for scholars to take ownership of their learning and get back on track.

Late Work Policy: Meeting deadlines is a skill that will help students excel at BTWA and beyond. We encourage students to turn in work by the **assigned due date to receive full credit**. When that is not possible, late work will be accepted with the following conditions:

- Work turned in **2 school days or less** after the unit hard deadline will reflect a 20 point or 20% loss of credit towards the participation/effort grade.
- Work turned in **4 school days** after the unit hard deadline will reflect a 40 point or 40% loss of credit towards the participation/effort grade.
- Except in extenuating circumstances, Work will not be accepted after **5 class days**. The scholar will receive an Incomplete (I) for the unit of study.

Make-Up Work Policy: Students are responsible for staying on pace with their unit of study regardless of any missed school. All assignments are posted in the GoogleClassroom for this purpose.

- In certain circumstances where a prolonged illness is involved, an extension of this limit may be **arranged between student and teacher**.
- Failure to do the work within the designated time may result in a grade of (I) **Incomplete**.

Responsibilities of Staff:

- Assign relevant, challenging, and meaningful work that reinforces classroom learning daily
- Post assignments in the GoogleClassroom
- Give clear instructions and make sure students understand the purpose of assignments
- Give feedback on Mastery Checks/assignments
- Communicate expectations with scholars and parents
- Communicate pacing within the unit in relation to the soft deadlines to families each Friday

- Involve parents and contact them if a pattern of late or incomplete assignments develops

Responsibilities of Parents:

- Set a regular, uninterrupted study time outside of school hours each day
- Establish a quiet, well-lit study area
- Monitor student's organization and assignments posted on Google Classroom, MyOn, MAP Accelerator, and other learning platforms
- Be supportive of scholars when meeting the expectations or as assignments become challenging
- Contact the teacher to stay well informed about the student's learning process and pacing
- Contact your child's advisory teacher and/or teacher with any questions/concerns

Responsibilities of Students:

- Check for posted assignments on Google Classroom
- Check pacing tracker daily and complete work to meet soft and hard deadlines
- Be sure that you clearly understand all assignments; don't be afraid to ask questions if necessary
- Communicate with teachers and parents when meeting the expectations or assignments become challenging
- Set aside a regular time for studying and completing assignments to stay on pace
- Find a quiet, well-lit study area at home for work outside of school hours
- Once feedback is given from the teacher on Mastery Checks, go back into returned work independently, revise and resubmit work based on the teacher's resubmission policy
- Contact your advisory teacher and/or teacher with any questions/concerns

Field Trips

BTWA is committed to providing all scholars with academic enrichment opportunities outside of the school walls. In order to do this, each grade level

plans two field trips per year that are connected to the academic program. In addition, the school plans schoolwide trips for a variety of reasons.

In the rare event that a scholar is displaying unsafe behaviors at the school, a decision will need to be made as to whether or not it is safe for that scholar to attend a given trip. Usually, this will involve consultation with the parent, requiring an adult family member to attend the trip if the scholar joins the group.

The process for making this decision involves first the classroom teacher. He/she consults with the Dean of School Culture about the specific safety concern regarding the scholar attending the trip. This happens at least one week prior to the event. The Dean of School Culture then discusses the concern with the principal who ultimately makes the decision as to whether the scholar may attend without a parent chaperone.

In the event that the Dean of School Culture and/or the principal has a concern about a specific scholar, the teacher is consulted at least one week prior to the event.

Once the principal has made a final decision, the Dean of School culture will contact the family to make arrangements for the trip if necessary.

Parents will receive advance notice of all field trips. A permission slip must be signed by a Scholar's parent in order for the Scholar to participate in a field trip. Scholars without signed permission slips will remain at the school in another class. Participating Scholars should bring a bag lunch unless otherwise noted.

Occasionally, parents may be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for Scholars. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the Scholars' needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones.

Scholar Conduct

The Booker T. Washington Academy recognizes that effective instruction requires an orderly environment focused on learning, and that Schools have an important role to play in supporting parents' efforts to teach basic values to their children. The School's *Code of Conduct* clearly defines expectations for Scholar conduct, focusing on five core values: Perseverance, Responsibility, Integrity, Discipline & Empathy. BTWA P.R.I.D.E. are the cornerstone of the School's character education curriculum, and Scholars focus on each in turn throughout the School

year. Scholars are encouraged to model the character virtues in their every action and thereby to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about the virtues and encouraging Scholars to model them at home.

A complete copy of the *Code of Conduct* is provided in Section II of this booklet. Please read the *Code* thoroughly, discuss it with your children, and sign and return to your child's Morning Meeting (Gr. 5) and Advisory (6-8) teacher the compact on the last page to indicate that you understand and agree to the School's rules and expectations. Scholars are also asked to sign the form, which will be co-signed by the Executive Director & Middle School Principal upon receipt. The *Code* will thus serve as a contract among Scholars, parents, and School staff, involving parents at the most fundamental level in their children's character development. The Executive Director or Middle School Principal will make appointments to discuss the *Code of Conduct* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

In addition to the expectations described in the *Code of Conduct*, the following rules apply in every classroom:

- ❑ Follow directions the first time they are given.
- ❑ Be in the learner position at appropriate times.
- ❑ Keep hands, feet, and objects to yourself.
- ❑ Get attention the right way.
- ❑ Transition quietly and quickly.
- ❑ Be prepared for each class.

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.

Parent Involvement and Communications

VOLUNTEERING

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and reading aloud to your scholar. Volunteers may also be involved in monitoring the playground and assisting with school events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects. At the Booker T. Washington Academy, all families are expected to give 2 hours per month to the school in some capacity as a volunteer obligation.

All volunteers working directly with scholars must be fingerprinted by the State of Connecticut and complete the DCF background check. Volunteers will receive structured training, and must follow all policies and procedures defined by the school. If activity occurs that is not in keeping with the school policies, the Executive Director reserves the right to relieve the volunteer of his or her responsibilities.

PARENT TEACHER ORGANIZATION

The Booker T. Washington Academy's Parent Teacher Organization (PTO) supports scholar learning and the overall success of the school. The PTO will provide school leaders with ongoing input on the operation of the school, serving as a vital link between the School and you—its customers. All parents are encouraged to join the PTO. Each year, the PTO determines the best date for the majority of parents to meet. For more information, contact the elementary school office at 203-691-6535.

PARENT CONFERENCES

Formal parent/teacher conferences are scheduled two times per year to facilitate open communication between parents and teachers regarding scholars' progress. Refer to the school calendar for specific dates. Careful planning can help you get the most out of your conference:

- ❑ If you cannot make the scheduled time, call the school to schedule a more convenient meeting.
- ❑ If at all possible, arrange for childcare so that you and the teacher can talk without distractions.
- ❑ Talk to your child about school; are there any concerns he/she would like to discuss?
- ❑ When possible, both parents should plan to attend the conference.
- ❑ If only one parent attends, talk it over beforehand to be sure all questions are covered.
- ❑ Arrive early, if possible, since teachers are on a very tight schedule on conference day.

- ❑ Take notes as you and the teacher talk; write down points for future reference.
- ❑ When you get home, discuss the conference with your child and your spouse.

By stressing the positive points and developing a plan to address needs, you can use the conference to improve your child's education.

The Booker T. Washington Academy maintains an open door policy, and parents are encouraged to visit their children's classrooms anytime (with prior notice and approval from the Principal) to see them in action. We try to keep visits to no more than 15 minutes; to limit distractions to your child's classmates as is expected with any change to the typical classroom-learning environment. Informal conferences or conversations may also be scheduled with teachers or School leaders at any time throughout the year.

PARENT NEWSLETTERS

Parents will receive monthly newsletters from the principal, as well as announcements of upcoming events and school-wide activities. Teachers will use PowerSchool and/or Class Dojo to communicate with parents about classroom specific announcements. The Executive Director also sends out a report on the progress of the school for each trimester in alignment with the end of the reporting period.

PROGRESS REPORTS AND REPORT CARDS

Progress reports will be sent to parents each month to provide specific information about scholar progress in each subject. At the end of each trimester, parents will receive report cards with cumulative data on their children's performance and progress. The Booker T. Washington Academy will operate on a trimester, with report cards being distributed 3 times per year. At the Middle School level, Grade 5 will report using Standards-Based Grading and Grades 6-8 will report using a traditional grading system (A-F).

Textbooks and Supplies

All textbooks and instructional materials are furnished by the Booker T. Washington Academy, and they remain school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Scholars are asked to furnish some of their own supplies.

In general, these are items that are used during the school year:

- Loose-leaf paper
- pencils
- pens
- highlighters
- folders
- composition notebooks

Classroom Community Item donations of: Kleenex, Sanitizer, Disinfectant wipes and other items may be requested by individual teachers.

If there are additional needs, your child's teacher will notify you in advance.

School Uniforms

To help create an environment conducive to learning, scholars at the Booker T. Washington Academy are required to wear simple uniforms. This policy is designed to permit scholars to focus their attention on academics and on those aspects of their personalities that are truly important.

The school uniform consists of the following:

Bottoms

Scholars that identify as male may wear khaki long or short pants, and scholars that identify as female may wear khaki long pants, knee-length skirts, skorts, or jumpers. Floor-length skirts and baggy or wide-legged pants are not permitted. Denim and corduroy are not allowed. Sagging pants will not be permitted.

Tops

All Scholars wear maroon short- or long-sleeve knit polo shirts bearing the Booker T. Washington Academy Logo or turtleneck shirts. Mock turtlenecks and any stripes, logos or designs on the shirts are not permitted. Maroon cardigan sweaters may also be worn in cool weather. Only Maroon hoodies or Hoodies bearing the BTWA logo are permitted and hoods must not be worn while in the building. Abuse of this can result in being asked to not wear hoodies at all.

Shoes

Scholars are **allowed** to wear shoes of their choice. However, high-heeled shoes and open-toe sandals, crocs or slides are not permitted.

Socks and Belts

Scholars may wear the socks of their choice as long as there are no inappropriate logos, graphics, words or phrases on them. Scholars must wear belts, ideally matching the color of their shoes, if there are belt loops on their pants, skorts, or skirts. Belts may not have any design or color other than brown or black.

Jewelry

Scholars may not wear anything around their necks, except for items worn inside their shirts, invisible to anyone else. Scholars may wear simple stud earrings that do not hang from the ear.

The Principal or the Executive Director reserves the right to make minor changes to the uniform guidelines. Color and style of the uniforms will not be altered; however, provisions for shoes, jewelry and hair are subject to change.

A Share and Spare Uniforms Bank is maintained at the school for families in need and for children who soil their clothes during the school day and require a change. If a financial need exists in your family and you would like to take advantage of this resource, please contact the school office. Donated items may be dropped at the school office in a bag marked "Uniform Donation."

To ensure that the school's uniform policy has its desired effect, it is important that it be implemented consistently. School leaders, faculty, and staff will respond immediately to violations of the policy. First-time offenders will be required to change into a uniform from the Share and Spare Uniforms Bank, if possible, and the parent will be contacted. The second time a scholar arrives at school out of uniform, the parent will be called to bring the scholar a uniform and meet with the Dean of Student Culture or the Principal.

Attendance

TARDINESS

Instruction at the Booker T. Washington Academy begins promptly at 8:00 a.m., and it is critical that all scholars be prepared to begin at that time. A scholar who is late misses valuable instructional time, and conveys an unacceptable lack of regard for the school.

Any scholar who arrives after 8:00 a.m. must report to the school office before proceeding to the classroom. The scholar will be considered tardy and the incident will be recorded. If a scholar is tardy four times, the problem will be regarded as chronic, and it will be handled in accordance with the state policy around tardiness.

ABSENCES

Parents must contact the school office by phone whenever a child is going to be absent, and send a written excuse to the Advisory teacher when the child returns to school. The first 9 absences in a school year can be deemed excused for any reason the parent/guardian provides. For the 10th and subsequent absences, the parent is required to provide a note from a verified licensed medical professional in order for the absence to be considered excused.

The following reasons are sufficient cause for an excused absence: a.) Illness verified by a licensed medical professional, b.) Scholar's observance of a religious holiday, c.) Death in the family, d.) Mandated court appearances (additional documentation required), e.) Lack of transportation that is normally provided by New Haven, and f.) Extraordinary educational opportunities preapproved by the Principal.

In the event that extraordinary circumstances require that the scholar be absent from school, the teacher, the Dean of Student Culture, and the scholar's parent or legal guardian may develop an Authorized Absence Plan jointly. The plan will define the length of the absence and the means by which the scholar will make-up the work he or she will miss. The plan must be approved and signed by the Principal and the parent/guardian prior to the scholar's absence.

If a scholar returns to school after an absence without a note of explanation from the parent, the school will call the parent to remind him or her to send a note the following day. If a note is not received within ten school days of the absence, the absence will be regarded as unexcused. Scholars must be in school for a minimum of ninety-percent of the days school is in session in order to be promoted to the next grade level. Parents are reminded that it is their legal obligation to make certain their children are in school, and legal sanctions for truancy include fines.

A student is identified as Chronically Absent under these circumstances:

- 18 or more total absences for the year
- 2 absences per month

EARLY DISMISSAL

If it is necessary for a scholar to be dismissed from school before the end of the school day, parents must notify the school office by 10:00 a.m. the day of the early dismissal. In such cases, parents must inform the school of the specific time that the child will be picked-up, the reason for the early dismissal, and the person who will come for the child. **Only adults who are listed on the child's emergency contact form, as being authorized, will be allowed to take scholars from the school in these cases. Appropriate state issued ID may be requested by any staff member before a child is released to an authorized adult.**

Admission, Re-enrollment, Transfers

ADMISSION

The Booker T. Washington Academy is open to all children, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements, and no tests of any sort are given to determine whether or not admission is granted, although tests are used to determine grade level placement once scholars are enrolled. Incoming students that reside in New Haven must enroll through the New Haven Public Schools Choice Placement Program. Once all available slots are filled, applicants will be placed on a waitlist. Scholars will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to families that reside in the Dixwell or Newhallville communities and siblings of admitted scholars.

While kindergarten attendance is technically not mandatory under Connecticut, any student under 7 years of age registered in a public school must maintain satisfactory attendance under Connecticut law.

TRANSFERS

The school asks that, whenever possible, parents provide at least two weeks' notice if a scholar must transfer from the Booker T. Washington Academy for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the scholar's records transferred. It will also enable the school to fill the vacant seat with another scholar from the waitlist.

If a scholar withdraws from BTWA, the parent/guardian is responsible for communicating the name of the school where the child will be attending. In the case of a transfer to an out of state public school, a parochial school, or an independent school, the parent or guardian will need to sign consent for the records to be sent.

Scholar Records and Confidentiality

Every scholar is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- ❑ *BTWA Registration Form.* This form is used to record all basic information about the Scholar and the family, including home, work, and emergency telephone numbers. It is extremely important that a parent or guardian sign this form.
- ❑ *Copy of student's birth certificate (BC must have the seal on it to be valid)*
- ❑ *Copy of student's social security card (for identification purposes)*

Medical Forms. This set of forms, which must be submitted for all scholars prior to the first day of attendance, includes the completion of the CT Department of Education Health Assessment Record, which includes a medical evaluation, immunization record, as well as family medical information; the child's medical history, including allergies; and a Medication Permission Form, which will permit the school to dispense specified medication to the scholar, as necessary. Scholars transferring from other CT schools are allowed a 30-day window for the transfer of student records. If you have questions about immunization requirements or other medical issues, please contact your physician, or the school nurse.

- ❑ *Copy of parent/guardian photo identification*
- ❑ *Copy of Individual Education Plan (IEP) if applicable*
 - ❑ *Behavior Intervention plan, if applicable*
 - ❑ *Transportation special needs, if applicable*
- ❑ *Alternative Income Survey.* This form allows our school to apply for and receive federally funded meals, and it must be completed for all scholars. Scholar name, address, signature, and annual gross income or federal assistance number must be included; all such information must reflect the scholar's status no more than 30 days prior to the first day of school.
- ❑ *Record Release.* This form gives the school permission to obtain all records pertaining to a given scholar from his or her previous school. This form must be completed and should include the telephone number and address of the previous school, if the school is an out of state public school, parochial school or independent school, as well as the signature of a parent or legal guardian is required.
- ❑ *Emergency contact information (names, phone numbers of at least three different people who can be contacted in the event of an emergency, if we are unable to reach you, and/or have your permission to pick your child up from school in your place).*

- *Photo Release Form.* The Booker T. Washington Academy's strong academic offerings and impressive results have generated significant public interest and some media coverage. If for any reason, you do not wish to have your child photographed, video-taped, or otherwise contacted by the media, please inform the school immediately.

It is critical that the school be notified immediately of any changes in a scholar's name, address, phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Executive Director.

The Booker T. Washington Academy is dedicated to complying with all confidentiality laws protecting the privacy of their scholars and their families. Information regarding a scholar's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding scholar performance is made public, it will be presented in such a way as to avoid the identification of specific, individual scholars.

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of scholars at the Booker T. Washington Academy. Parents must find alternative ways to acquire such information, such as circulating forms at parent events or meetings of the Parent Teacher Organization.

Breakfast and Lunch

The Booker T. Washington Academy's commitment to offering children a superior education extends to the meals that we provide for scholars. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery. BTWA offers free breakfast and lunch to all scholars.

All scholars should submit an Alternative Income Survey as required for the federal meal program.

Scholars are advised to refrain from sharing food with other scholars to minimize the spread of viruses and the risk of allergic reaction.

Scholars will practice etiquette and cleanup skills during mealtimes. Additionally, if sending breakfast or lunch to school, parents are asked to closely monitor scholar lunches to ensure there are no foods or drinks with high concentrations of sugar. BTWA is committed to teaching scholars to eat healthy and live healthier lives.

Scholars are not permitted to bring in certain outside food items such as hot chocolate and hot coffee due to safety concerns. Thank you for adhering to this expectation for the safety of all community members.

Health and Safety

Scholars' health and safety is the school's foremost responsibility. The following information describes the precautions taken to protect the well being of all scholars. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made.

NURSE

The Booker T. Washington Academy has the services of a full-time on-site nurse to assist scholars who are ill or injured. Parents will be notified whenever a scholar has been referred to the school's Health Room.

Parents or scholars may also wish to consult with the nurse on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern.

MEDICATION

The School Nurse and the scholar's teacher must be informed of any prescription medication that a scholar is required to take at school. To dispense prescription medication to scholars, the school must receive a written order from the scholar's doctor and signed permission from the scholar's parent. All medication should be brought to the school nurse in its original prescription container, labeled with the scholar's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the nurse is not present, a staff member trained by the nurse will administer the medication.

Scholars are not permitted to bring non-prescription medications to school. If, during the course of the school day, it is necessary for a scholar to receive common, non-prescription medication (e.g., Tylenol), the school nurse must receive a written order from the scholar's doctor and signed permission from the scholar's parent. Parents must inform the school of any allergies to or restrictions that their children might have. Also, please notify the school nurse and Principal in writing if your child has a chronic illness that may affect his or her performance at school.

ACCIDENTS

The school nurse or a trained staff member will administer initial treatments of minor injuries. The scholar's emergency contact will be notified immediately by phone whenever medical treatment is administered to a scholar, and an Incident Report will be kept in the scholar's permanent file. In such cases, it is especially crucial that the school has working phone numbers for scholars' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the Emergency Contact records for your child up-to-date.

VISITOR IDENTIFICATION

To help ensure a safe and secure learning environment for your children, all visitors to the Booker T. Washington Academy are required to sign-in at the school office and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

FIRE DRILLS/EVACUATIONS

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with scholars on a regular basis.

SCHOLAR ARRIVAL AND DEPARTURE

Parents should thoroughly familiarize themselves with the designated pick-up and drop-off points and visitor parking areas at the school, and carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its scholars.

Certain faculty and staff members will greet scholars in the morning and dismiss the children in the afternoon, ensuring that each scholar exits the campus in a safe and orderly fashion.

Parents of scholars in grades 3 and up who would like their children to walk home, ride bikes or wait off-campus for pick-up must sign a permission slip before a child will be released to do so.

Children who are not enrolled in the school's after-school program are not permitted on school grounds after 4:00 p.m. If a child is left at or returned to the school after-hours, the parent or emergency contact will be called to arrange for pick-up. ***The school will fine the parent \$10 per child for every 30 minutes he or she is under school supervision.*** If a parent, legal guardian, or authorized adult cannot be reached by 6:00 p.m., the police will be notified.

SOLICITATION

Solicitation of or by any scholar, parent, or staff member on school property for any cause except those authorized by the Executive Director is strictly prohibited.

MONEY AND OTHER VALUABLE PROPERTY

Scholars are encouraged to leave all money and other valuable property at home. The school assumes no responsibility for the loss or theft of such articles.

CANDY, GUM, AND TOYS

Scholars may not bring candy, gum, toys, **or other non-school related items** to school unless approved by the teacher/principal/dean of student culture. The

scholar assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and radios, games, virtual pets, fidgets, etc. are not allowed.

Headphones are permitted to be used with Chromebooks only and must be away when not in use for academic purposes designated by the classroom teacher.

CELL PHONES, SMART WATCHES AND OTHER ELECTRONIC DEVICES

Cell phones are to be turned completely off and away while in school. If a staff member sees or hears a phone, they have permission to issue a demerit and take the phone to be given back at the end of the day and parents will be notified that a phone was taken. If a scholar refuses to give his/her/their cell phone to the teacher, the dean of student culture and/or principal will definitely issue 2 demerits to retrieve it. At that point, the parent must pick up the cell phone and speak with the dean or principal about the infraction. If the cell phone privilege is abused, the principal can require that a student no longer bring a phone on school premises. Scholars are not allowed to wear SmartWatches at school.

Code of Conduct
A BLUEPRINT FOR LIVING AND LEARNING

Introduction

The faculty and staff at the Booker T. Washington Academy are dedicated to providing the school's scholars with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect.

The school's *Code of Conduct* has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The *Code*, which states clearly all school-wide rules governing scholar behavior as well as the consequences for breaking the rules, will serve as a contract among parents, scholars, and staff.

The *Code of Conduct* identifies five character virtues that will be at the center of the school's character education curriculum and that will be cultivated with care and consistency at the school. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of scholars, parents, teachers, and faculty.

Establishing a policy that promotes character education and discipline is an ongoing process. Alone, this *Code* will not ensure school discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

Embracing the principles outlined herein is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize physical harm and disruption among scholars, it will help establish among all members of the school community the habits that characterize a civil society. This is our *Code*, a blueprint for living and learning.

BTWA Character Virtues

Staff, scholars, and parents at the Booker T. Washington Academy will work together to help each scholar reach his or her full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep scholars focused on the following character virtues, as they are our keys to success in school, the workplace, and society at large.

P.R.I.D.E. Virtues

Perseverance

- Set goals and stick to them
- Consistently work hard
- Put forth your best effort
- Celebrate gradual improvements
- Push yourself out of your comfort zone and take worthwhile risks
- Think beyond what is to what could be

Responsibility

- Follow directions in a timely manner
- Use materials, tools, equipment appropriately
- Take care of indoor and outdoor spaces
- Fulfill obligations and duties
- Demonstrate responsibility to our community

Integrity

- Own up to poor choices and reconcile for them
- Be sincere in character, words and deeds
- Use reflection to recognize and learn from mistakes
- Keep promises
- Accept criticism and consequences respectfully
- Do the right thing, even when no one is watching

Discipline

- Demonstrate self-control in words and actions
- Cultivate patience
- Practice mindfulness
- Balance work and play
- Be loyal and dependable

Empathy

- Listen to understand and not judge
- Show compassion for others
- Demonstrate curiosity about the world and people around us
- Love and accept yourself and others
- Accept and appreciate diversity
- Understand that what is fair isn't always equal

RULER

The five Social-Emotional Learning competencies (self-awareness, self-management, responsible decision making, social awareness, and relationship skills), are vital to the teaching and understanding of social and emotional learning at school. BTWA has adopted the RULER approach to social/emotional development. RULER is an acronym that stands for:

- Recognizing emotions in self and others
- Understanding the causes and consequences of emotions
- Labeling emotions accurately
- Expressing emotions appropriately
- Regulating emotions effectively

All members of the school community are encouraged to use this approach.

Roles and Responsibilities

Each member of the Booker T. Washington Academy community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

CLASSROOM TEACHERS, RESIDENT TEACHERS, AND ACADEMIC ASSISTANTS

The classroom teacher at the school is the center of the school's character education and discipline policy. Teachers will continually emphasize to both scholars and parents the importance of the BTWA Character Virtues. The Virtues will be used to establish rules for each classroom, and scholars will be encouraged to live by the five character virtues; teachers will underscore expectations for scholar behavior by relating scholar actions to the Virtues. In this way, teachers will focus on teaching and encouraging appropriate conduct, rather than just trying to "control" behavior.

All teachers will implement three basic principles of classroom management and discipline.

- ❑ At the beginning of the school year, scholars will be taught how to behave responsibly in each type of classroom activity, and these lessons will be reinforced throughout the year as necessary.
- ❑ Teachers will strive to interact frequently with each scholar when the scholar is behaving appropriately.
- ❑ Teachers will on occasion use time-out not as a form of punishment, but as a judgment-free, matter of fact way to respond to a student's misbehavior while maintaining the momentum of learning in the classroom. The goal of the "take-a-break" is to teach scholars to self-regulate, to recognize when they are getting frustrated or just losing focus, and to give themselves a break so they can regroup and return to productive learning.
- ❑ When misbehavior occurs, teachers will calmly and consistently implement mild classroom "consequences," corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each scholar will continue to be primarily positive, with a ratio of at least four positive interactions to every one correction.
- ❑ Merits and Demerits will be a middle school specific framework that teachers will use to help support behaviors visually for students,

Though these principles will serve as useful guides, each teacher, scholar, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual scholar needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under "Encouraging Appropriate Conduct."

PRINCIPAL

The role of the Principal with regard to discipline is to guide staff and scholars in their efforts to ensure scholar success—the central mission of the Booker T. Washington Academy.

The Principal will have a thorough working knowledge of the *Code of Conduct*, and when necessary will assist staff in implementing classroom and school-wide management procedures. Working with the school's Social Worker and Dean of Student Culture, the Principal will provide training and continued support to teachers as they strive to teach scholars to follow the Virtues and school rules.

The Principal will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any

chronic or recurring problems. In certain cases, the Principal will initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or other severe consequences. The Principal may also contact the appropriate law enforcement authorities, depending on the nature of the infraction. If the Principal is unavailable to assist with a crisis situation, the school secretary will direct referrals to the Dean of School Culture or another assigned staff member.

The Principal will serve on the school's Leadership Team, described in detail on the following page, and will be responsible for ensuring that the Team meets on a regular basis. In addition, the Principal will assist teachers with the implementation of their classroom management plans, if needed.

DEAN OF STUDENT CULTURE

The Dean of Student Culture works closely with the Principal to establish a positive, structured, achievement-oriented, and creative school culture and climate. The Dean of Student Culture also supports staff in holding all students to high and consistent behavioral expectations. The Dean of Student Culture serves as the point person for dealing with behavioral crisis-intervention and acute behavioral issues. The Dean of Student Culture also plays an important role in evaluating the efficacy of current disciplinary procedures and assisting staff in dealing with chronic misbehavior.

SUPPORT STAFF

The Booker T. Washington Academy's staff includes a Dean of Academics, a nurse, an SRBI Interventionist, a social worker, and other support personnel to assist with instruction and help meet scholars' special needs.

Counseling is available to scholars. The School Social Worker/Counselor is the first line of communication for scholars who are exhibiting difficulties in school as a result of non-academic pressures or concerns. The School Social Worker/Counselor provides support in the following areas:

- Personal counseling
- Family intervention

A full-time nurse will be available to faculty, staff, and scholars for consultation on such matters as personal hygiene, nutrition, substance abuse, depression, child abuse, or neglect. The nurse will also provide medical care for scholars who are ill or injured. When the nurse is not on school grounds, staff will assist scholars in need and will determine whether parents should be contacted and the scholar sent home.

The school has the services of special education teachers to address the needs of scholars with physical, intellectual or emotional disabilities. The Principal will

participate in the development of Individual Education Plans (IEPs), the special education referral process, and staff development related to scholars with special needs.

The school partners with the scholar's home school district for speech, language, and psychological services, occupational therapy, physical therapy, and other related services as identified by scholars' IEPs. The scholar's home school district oversees the development of individual education plans (IEPs) and the planning and placement team meetings (PPTs). A parent has the right to request a PPT at any time. Notification of the request should be sent in writing to the special services department in the child's home district.

OTHER STAFF

All staff, including bus drivers, secretaries, and custodians, have an equal part to play in teaching the five character virtues at the school, as well as the implementation of RULER. The school's guidelines for promoting a safe and orderly environment require that all scholars and staff exhibit mutual respect and cooperation. Through positive interactions with scholars, staff members will encourage the practice of good character. Each staff member will be knowledgeable of the PRIDE virtues, RULER, school rules, and the procedures for school-wide areas, and each will be prepared to implement the disciplinary procedures outlined in the *Code of Conduct*.

LEADERSHIP TEAM

The Leadership Team will be composed of the Executive Director, the Principal, the Dean of Academics, the Dean of Student Culture, all lead teachers, a representative from special education or scholar support services, and other personnel as needed. The Leadership Team will:

- ❑ Review and assess scholar achievement in all areas of the curriculum (academic and character) on a weekly basis
- ❑ Coordinate the dissemination of information to parents regarding scholar discipline and character education
- ❑ Review records of exclusionary timeouts from reinforcement and referrals to the Principal's office, and make appropriate recommendations regarding staff development and/or changes in policy
- ❑ Gather input from staff and parents regarding current school policies so appropriate actions may be taken
- ❑ Refer individual scholars with repeated office referrals, chronic truantcies, grade decline, or problems of substance abuse to the Instructional Support Team (described on the following page)
- ❑ Conduct a formal year-end review of the school's discipline policies and procedures. This process will include a review of all suggestions made during the year, a review of all office referrals and all exclusionary timeouts

from reinforcement, and a staff review of all common area problems. As part of the year-end review, staff will form various committees focused on each of the school's common areas (e.g., playground or hallways). Each committee will review the policy for its specific area and present any suggested changes to the entire staff for feedback. Policies will be rewritten as necessary, based on staff feedback.

- Review the Character Virtues, RULER, and the school's disciplinary policies with staff at the beginning of each new year to ensure that Scholars will be taught (or re-taught) the school's rules, and that the school's expectations for conduct and character development are understood in all classrooms and common areas.

STUDENT INTERVENTION TEAM (SIT) AND BEHAVIOR SUPPORT TEAM (BST)

Even after establishing a positive classroom environment with clear behavioral expectations, one or more scholars may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the scholar(s) be more responsible. The school's STUDENT INTERVENTION TEAM (SIT) OR BEHAVIOR SUPPORT TEAM (BST) may be convened to assist in this effort.

The SIT/ BST will include the teacher dealing with the problem, the Principal and/or Dean of Student Culture, at least one other teacher, and in some cases other staff members who work with the scholar. The SIT/BST will help develop creative approaches to discipline problems, targeting the specific needs of individual scholars. The SIT/BST team also will be convened for a scholar experiencing academic difficulties.

To convene an SIT/BST, the teacher should contact the Dean of Student Culture to review concerns. The SIT/BST will meet within three days. Meetings will follow a prescribed format and will be limited to 25 minutes in length. The team will develop an action plan and set goals for the scholar within a specified timeframe. These goals and the timeline will be communicated with the parents. A meeting will reconvene to review progress in 6-12 weeks.

SCHOLARS

Scholars at the school will take pride in their efforts to follow the school's motto, "Work Hard. Get Smart." Throughout the day, scholars will practice the school's Keys to Success, cultivating the virtues embodied therein. In the classroom, scholars will follow the teacher's rules for group instruction, which will be articulated for each activity.

PARENTS

As customers of the Booker T. Washington Academy, parents will be encouraged to participate fully in the education of their children. The support and cooperation of parents are vital to helping each scholar reach his or her full potential. First

and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the scholars and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the children's progress at school and support for the children's best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of scholars' efforts through conferences, monthly progress reports, report cards, phone calls, and notes.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent, or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the scholar.

If there is a severe or recurring problem, parents will be asked to help staff teach the scholar an alternative set of behaviors. In such cases, it is important to recognize that teaching a scholar to behave appropriately as a contributing member of the school community will enable him or her to succeed in middle school and high school. By working together, parents and staff can help the scholar acquire the skills that will increase opportunities for success throughout life. Failure to comply with the specifics of the school's plan for teaching appropriate behavior may result in the scholar's expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the school will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The school's Dean of Student Culture and the Principal will also be available if there are issues that exceed the scope of a parent-teacher conference.

The *Code of Conduct* will be sent home with scholars each fall. Scholars and parents will be asked to discuss the *Code* together and to sign a form indicating that they understand and agree to the school's rules and expectations. The *Code* will thus serve as a contract among scholars, parents, and school staff, involving parents at the most fundamental level in their children's character development. The Principal will make appointments to discuss the *Code of Conduct* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

Encouraging Appropriate Conduct

At the Booker T. Washington Academy, scholars will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

ACKNOWLEDGING APPROPRIATE CONDUCT

Positive Interactions and Positive Feedback

Daily interactions between staff and scholars provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the school will strive to interact with scholars in a friendly, supportive manner at all times. Staff will attempt to interact with each scholar four times more frequently when the scholar is engaged in appropriate behavior than when the scholar is behaving inappropriately.

Positive interactions will include greeting scholars, talking to scholars, making eye contact, smiling, and overtly praising scholars when such accolades are deserved. When praising scholars, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Alicia, you have been very responsible in remembering to bring your homework on the day it is due."

Classroom Positive Management Systems

At the beginning of class, teachers will discuss where scholars are on the **Mood Meter**, set intentions for the day, and review class expectations. Teachers will maintain classroom expectation through the use of our SEL tools, integrating PRIDE virtues and community building delivered through clear and precise language.

Class-wide Goal of the Month

Each class at the school will be encouraged to identify a specific goal toward which it will strive during each month, using the Character Virtues as a guide. As scholars identify class-wide goals, teachers will help them understand how their objectives relate to school-wide goals. For example, if a class chooses to focus on timely homework completion as its goal of the month, teachers will discuss how that relates to the school-wide goal of always trying one's best. Once the class has determined its monthly objective, teachers will plan to conduct a weekly lesson on how to achieve the goal, including such exercises as role playing, positive practice, related read-aloud stories, writing assignments, or art projects. Scholars will collectively explore ways to reach their goal, practicing problem solving, planning, and establishing benchmarks for achievement.

At the end of each month, each class will evaluate its progress through discussion or a simple evaluation procedure established by the scholars. During this process, scholars may decide to continue striving toward their goal or shift their focus to a new objective. Upon achieving its goal of the month, the class will be presented with a certificate documenting its accomplishments.

CORRECTING INAPPROPRIATE CONDUCT

Consequences for Minor Misbehavior

It is expected that the great majority of scholars at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every scholar develop the skills and attitudes necessary for success. Therefore, a series of interventions, including behavioral intervention plans (BIPs) will be designed for scholars who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Scholars will learn that certain actions are unacceptable at the Booker T. Washington Academy and misbehavior has consequences that are neither amusing nor pleasant. Scholars who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The Principal, Dean of Student Culture and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the scholar's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Consequences for Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- Gross Insubordinate behavior
- Physically dangerous behavior
- Illegal behavior

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the scholar why his or her actions are inappropriate and will issue a mild consequence for the offense. If the scholar continues to

disregard the staff member's instruction, the staff member will call the office for support and complete a referral form.

Insubordination is a breakdown in communication. When a scholar has been referred to the office for this offense, the Principal and/or Dean of Student Culture will arrange a conference between the scholar, the staff member involved, and possibly the scholar's parent or guardian. The purpose of the conference will be to establish a plan that will help the scholar communicate more responsibly in the future.

In cases of physically dangerous behavior—fighting, assault, and physical intimidation—staff will firmly inform the scholars to stop the physical altercation. If the scholars do not respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another scholar will be sent immediately for assistance. The Principal will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a scholar has been or is engaged in illegal activity, the staff member will refer the case to the Principal's office. The Principal will notify the scholar's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities.

Insubordination: A Scenario

Custodian: "Jason, you need to slow down and walk in the hallways."

Jason: "You're just the custodian. I don't have to do what you say!"

Custodian: "Jason, stop, that was disrespectful. You need to stand by the wall now! Here, we work hard to respect everyone. I think you owe me an apology.

Jason:" I don't have to do what you say!" (Jason begins walking away.)

Custodian: "Jason, you need to stand by the wall within ten seconds, or I will report this to the Executive Director."

If Jason walks away, he is being insubordinate and the custodian will refer him immediately to the Dean of Student Culture's office. If Jason refuses to go to the office, the custodian will make no effort to coerce him; rather the custodian will simply inform the office of Dean of Student Culture of the chain of events.

If Jason listens to the custodian's instructions and apologizes, no referral will result. A reasonable consequence may be imposed for the disrespectful behavior, such as having Jason work with the custodian or notifying his teacher.

The following consequences may be applied in cases of severe misbehavior.

□ *Office Referral*

Referrals to the Principal's office will be made only in response to severe or recurring behavior problems. Reserving office referrals for such cases will help combat the notion that being sent to the office is "no big deal."

When making an office referral, the referring staff member will complete a Behavioral Referral Form. The Dean of Student Culture will keep records on all office referrals, and the school's Leadership Team will review the records at least four times a year. Using these records, the Leadership Team will determine whether it is necessary to revise school policies, or whether there is a need for further staff development to ensure the consistent implementation of current policies.

The Dean of Student Culture will handle office referrals. When the Dean of Student Culture is not on site, an Acting Referral Coordinator will be designated, and he or she will assume responsibility for handling office referrals. The Office Manager will always know the chief disciplinarian in the event of a crisis situation.

□ *Exclusionary Timeout from Reinforcement*

At the Booker T. Washington Academy, exclusionary timeouts from reinforcement will be used for scholars who need a neutral environment to help manage their own behavior, or to cool down or reflect on inappropriate behavior. Such timeouts involve removing the scholar from the instructional setting to a supervised area, such as the back of a

classroom or the office. An exclusionary timeout from reinforcement may also be imposed as a consequence of misbehavior.

Faculty, staff, and school leaders will adhere to the following procedures when imposing an exclusionary timeout from reinforcement. **No scholar shall ever be unsupervised during a timeout situation.**

1. Upon the behavioral infraction, the scholar will be sent on a take-a-break (meta-moment) **away from the instructional setting for no longer than 5 minutes.** The scholar will be told in a firm, non-emotional voice, that he or she has made the choice to continue the inappropriate behavior, and that a take-a-break is the consequence.
2. Once the take-a-break has been completed, the teacher will meet with the child to determine if the student is ready to rejoin the group.
3. The child will be required to make-up the time spent in take-a-break during an activity that is relatively rewarding (e.g., unstructured activities).
4. If the child does not follow the directions during any of the previous steps, the take-a-break procedures will be repeated. The scholar will owe this extra time (see #5).

Records of the number of exclusionary timeouts from reinforcement imposed and the scholars involved will be maintained and reviewed by the Leadership Team at least four times a year. These records will be used to make judgments about the efficacy of the school's timeout procedures for helping scholars learn to be responsible.

□ *Suspension*

In response to cases of severe misbehavior in which a scholar violates school policies, rules, or regulations, or otherwise interferes with the orderly operation of the school, the Principal may suspend or temporarily remove a scholar in grades 3 or above from school for up to ten calendar days. Suspension will be regarded as a serious consequence and scholars will be removed immediately. If there are extenuating circumstances preventing immediate removal from the school grounds, the Principal or Dean of Student Culture will assume full responsibility for the scholar until he or she is removed. The scholar's parents will be required to meet with the Principal and any staff members involved in the suspension prior to the scholar's return to the school. A suspended scholar must make up missed work, and will not be allowed to be on the school grounds or to attend any school-related functions at any time during the suspension. In addition, the scholar may be required to complete homework related to the disciplinary infraction.

- *Expulsion*

Expulsion is defined as the removal of the right and obligation of a scholar to attend the school under the conditions set by the school's Board. The Executive Director will have final authority in recommending the expulsion of a scholar to the Board. A scholar who brings a *dangerous weapon to school or uses an implement in school in any way that makes another scholar or staff member feel threatened will be subject to an expulsion hearing before the Board of Directors. An expelled scholar will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. Scholars found guilty of possessing a dangerous and/or illegal weapon (firearm) will be expelled from school for a period or no less than one year.

The tables on the following pages outline the specific procedures that will be applied in response to severe misbehavior. Each of the consequences listed for the various offenses will be imposed.

* See Appendix A for School Discipline Policies as required by Connecticut law.

Problem	1st Offense (All of the consequences listed can be imposed.)	2nd Offense (All of the consequences listed can be imposed.)	3rd Offense (All of the consequences listed can be imposed.)
Insubordinate Behavior (e.g., disrespect toward staff members and peers, refusal to follow directions)	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ Parent notified ▪ Mandatory meeting among Scholar, staff member involved, and Dean of Student Culture, prior to Scholar re-entering situation or classroom ▪ Instructional Support Team convened and parent to establish an action plan to support the child; parent and Scholar (if appropriate) are apprised of the plan 	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ Principal, Behavior Support Team and parent convened to revisit action plan; parent and Scholar (if appropriate) are apprised of the plan ▪ Parent will be asked to accompany child to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the action plan may result in suspension 	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ Principal determines length of out of classroom/school suspension ▪ Parent notified to pick-up Scholar immediately ▪ Parent must work with School to assist with teaching appropriate behavior ▪ Executive Director notified of Long-term suspension up to 5 days or as a last resort expulsion, and mandatory meeting between parent, Dean of Student Culture and Principal, prior to Scholar re-entering School
Physically Dangerous Behavior (e.g., fighting, assault, physical intimidation) The Principal may contact the	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ 1-3 day in-school or out of school suspension-dependending on grade of scholar (or longer depending on the severity of the offense), and mandatory meeting between parent and Principal, Dean of Student Culture prior to Scholar re-entering School 	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ 3-5 day in school or out of school suspension- depending on grade of scholar (or longer depending on the severity of the offense), and mandatory meeting between parent, Principal, and Dean of Student Culture, prior to Scholar re-entering School 	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent, Executive Director, Principal, and Dean of Student Culture prior to Scholar re-entering School ▪ Board of Directors are notified regarding possible expulsion

<p>appropriate authorities, depending on the severity of the dangerous behavior and the age of the Scholar involved.</p>	<ul style="list-style-type: none"> ▪ Instructional Support Team convened to establish instructional discipline action plan; parent and Scholar (if appropriate) are included in the development and implementation of the plan 	<ul style="list-style-type: none"> ▪ Instructional Support Team convened to establish instructional discipline action plan; parent and Scholar (if appropriate) are apprised of the plan ▪ Parent may be asked to accompany Scholar to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	<ul style="list-style-type: none"> ▪ Parent must attend School with child to assist with teaching appropriate behavior
<p>Problem</p>	<p>1st Offense (All of the consequences listed can be imposed.)</p>	<p>2nd Offense (All of the consequences listed can be imposed.)</p>	<p>3rd Offense (All of the consequences listed can be imposed.)</p>
<p>Illegal Acts (e.g., theft, vandalism, use of illegal substances) The Principal may contact the appropriate authorities, depending on the nature of the offense and the age</p>	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ 1-3 day in-school or out of school suspension-depending on grade of scholar (or longer depending on the severity of the offense), and mandatory meeting between parent and Principal, Dean of Student Culture prior to Scholar re-entering School ▪ Instructional Support Team convened to establish instructional discipline action plan; parent and Scholar (if appropriate) are included in the 	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ 3-5 day in school or out of school suspension- depending on grade of scholar (or longer depending on the severity of the offense), and mandatory meeting between parent, Principal, and Dean of Student Culture, prior to Scholar re-entering School ▪ Instructional Support Team convened to establish instructional discipline action plan; parent and Scholar (if 	<ul style="list-style-type: none"> ▪ Scholar sent to Dean of Student Culture ▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent, Executive Director, Principal, and Dean of Student Culture prior to Scholar re-entering School ▪ Board of Directors and are notified regarding possible expulsion ▪ Parent must attend School with child to assist with teaching appropriate behavior

<p>of the Scholar involved.</p>	<p>development and implementation of the plan</p>	<p>appropriate) are apprised of the plan</p> <ul style="list-style-type: none"> ▪ Parent may be asked to accompany Scholar to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion Parent may be asked to accompany Scholar to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	
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BTWA disciplinary policies shall apply to all Scholars, except that with respect to scholars with special needs, the federal law will be followed, and a determination of whether the violation of the alcohol and drug policy was due to the Scholar's special needs will be made prior to any discipline or change or placement in connection with the policy.

Bullying and CyberBullying

Booker T. Washington Academy promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, bullying of a student by another student or adult is prohibited.

Bullying is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student or a physical act or gesture directed at another student in the same school district that:

1. causes physical or emotional harm to the student or damage to such student's property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; or
5. substantially disrupts the education process or the orderly operation of the school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability or by association with an individual or group who has or perceived to have one or more of such characteristics.

Cyberbullying includes the following misuses of technology: any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or part by a wire, radio, electromagnetic, photoelectronic or photo-optical system to harass, tease, intimidate, threaten or terrorize another person.

All reports of bullying will be investigated and addressed according to the ***BTWA Bullying Policies & Procedures***.

Responsibilities in Common Areas

The school's common areas include the playground, hallways, rest rooms, and the gymnasium. Because scholars from every grade and class will be using these areas under the supervision of various faculty and staff, it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging good character among scholars rather than correcting misbehavior.

Staff will continuously encourage appropriate behavior in the school's common areas through positive and friendly interactions with scholars. Verbal praise will be used to recognize scholars who exercise courtesy, safety, and respect. The Director of Academics and/or Executive Director will visit classrooms or use the intercom to compliment good behavior in the school's common areas. In addition, small rewards will be granted for especially good conduct; for example, two or three times a year, the entire scholar body will be allowed an extra ten-minute recess at the end of the day as a reward for consistently good conduct on the playground. Or, when scholars demonstrate appropriate behavior during lunches over a long period, the Executive Director may provide ice cream as a special treat.

Following are the school's goals for scholar conduct in each of the common areas.

Playground/Designated Recess Area: Scholars will play safely in all games and on all equipment, showing consideration and respect for others.

Hallways: The hallways of the school will be a safe and quiet environment where people interact with courtesy and respect.

Restrooms: The restrooms at the school will be clean and safe.

Meals: Breakfasts, lunches, and snacks at the school will be enjoyed in a safe, clean, and friendly environment where people interact with courtesy, manners, and respect.

Assemblies: Scholars will demonstrate respectful behavior during assemblies by listening, participating, and following directions.

Before and After School: Scholars will arrive at and depart from the school in a safe and orderly manner.

The Compact

The success of the Booker T. Washington Academy's *Code of Conduct* depends on the support of each member of the school community. Working together, faculty and staff, parents, and scholars can promote academic achievement and good character, and ensure the success of scholars at the school and throughout life.

On behalf of the administration, management, faculty, and staff of the Booker T. Washington Academy, I pledge to fulfill the responsibilities and uphold the expectations outlined in the *Code of Conduct*.

Executive Director

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school's primary mission—rigorous academic learning.

As the parent of _____, I pledge:

- To maintain high expectations for my child and the school
- To demonstrate consistent interest in my child's progress at school
- To support my child's best efforts
- To model the ten character virtues described in the *Code of Conduct*
- To support and work with school staff to promote my child's learning

I have read the *Code of Conduct* & the Acceptable Computer Use Policy, and support the rules and expectations outlined herein.

Signed _____ Date _____

As a scholar at the Booker T. Washington Academy, I pledge:

- | | |
|--|--|
| <input type="checkbox"/> To persevere | <input type="checkbox"/> To show courage |
| <input type="checkbox"/> To be responsible | <input type="checkbox"/> To exercise self-discipline |
| <input type="checkbox"/> To show discipline in my actions and words | <input type="checkbox"/> To be fair |
| <input type="checkbox"/> To show integrity by respecting myself and others | <input type="checkbox"/> To value true friends |
| <input type="checkbox"/> To show empathy | <input type="checkbox"/> To accept and learn from the consequences of inappropriate behavior |
| <input type="checkbox"/> To tell and seek the truth | |
| <input type="checkbox"/> To be a good citizen | |

Signed _____ Date _____

Please return your signed compact to your child's Advisory/Morning Meeting teacher.

Acceptable Computer Use Policy

Computers, Network, and the Internet

Booker T. Washington Academy Charter School is pleased to be able to offer Scholars access to our computer network and the Internet.

The intended purpose of the BTWA network and access to the Internet is to promote educational research and enhance learning. While the school's intent is to make Internet access available to further educational goals and objectives, scholars may find ways to access other materials as well. It is the school's position that the benefits to scholars in the form of information resources and opportunities for collaboration exceed the potential disadvantages. Access to the Internet enables scholars to explore thousands of libraries, databases and bulletin boards, while exchanging messages with Internet users throughout the world.

It is in the interest of providing clear guidelines for the use of the BTWA network and the Internet by parents, scholars, and staff that we have developed the following Acceptable Use Policy.

BookerT. Washington Academy Charter School Rights and Responsibilities

1. BTWA reserves the right to monitor all activity on the Network.
2. BTWA reserves the right to block any material on the Internet.
3. Security on the Network is a high priority. The Executive Director or designee shall establish procedures that will maximize the computer system security.
4. No warranties are made or given with respect to any service, any information, or any software contained within the Network.
5. Opinions, advice, services and all other information expressed by scholars, staff, information providers, service providers or other third party personnel on the Network provided by BTWA are those of the individual and do not represent the position of the Booker T. Washington Academy Charter School.
6. Accounts, which are inactive for more than 30 days, may be removed by BTWA along with the user's files without prior notice.
7. School staff is responsible for supervising scholar use of the Network and the Internet.

Rules for Network Access

1. The use of a network account must be in support of education and research consistent with the educational objectives of the Booker T. Washington Academy Charter School Board of Trustees and staff.
2. Transmission of any material in violation of U.S., State, or Local regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.
3. Use for product advertisement, political lobbying, or personal financial or material gain is prohibited.
4. Use for commercial activities by for-profit institutions is prohibited.
5. Be polite. Do not write or send threatening or abusive messages to others.
6. Use appropriate language. Use of obscene or degrading language is prohibited.
7. It is recommended that the user not reveal their personal address or phone number. Distributing the address or phone number of another person is prohibited.
8. Network resources, information, and electronic mail are not guaranteed to be private. Persons operating the system have access to all network resources. Any items containing inappropriate material or relating to illegal activities will be reported to the appropriate authorities.
9. Do not use the network in a manner that would disrupt the use of the network by others. This includes, but is not limited to, sending mass e-mail messages, attempting to infect the system with a computer virus, attempting to "crash the system", intentionally wasting network resources, or annoying other users in any fashion.
10. Accessing any account other than the one assigned to you is prohibited. This includes, but is not limited to, guessing or stealing another user's account access. Certain "public" accounts allow access to resources such as the school's library. These "public" accounts are considered open to all users.
11. Allowing another user to gain access to your account is prohibited. Do not give anyone your password.
12. Use of the network to facilitate plagiarism is prohibited. No user shall misrepresent another person's work as their own, or allow their work to be misrepresented as belonging to someone else.

Rules for Scholar Use of Internet and E-mail

Scholar behavior on school computer networks is governed by the behavioral expectations that appear in the Scholar Code of Conduct. In conjunction with these behavioral expectations, scholars may use the Internet only for approved school-related activities.

Inappropriate use includes, but may not be limited to:

1. Revealing their own personal information, such as addresses, telephone numbers, user names, passwords, etc., or that of other scholars;
2. Using another's password and/or trespass in another's folder(s), work, and/or file(s);
3. Accessing email accounts or chat lines without permission and supervision;
4. Attempting to gain access to unauthorized resources or entities;
5. Posting anonymous messages;
6. Downloading or installing software, such as games, applications, etc., for personal use;
7. Using unauthorized CD's or discs brought from home
8. Unauthorized use of resources, such as copy paper, printer toner, etc.;
9. Accessing, sending, or displaying sites that provide material that does not conform with acceptable school use, such as pornography, obscenity, etc.;
10. Violate copyright laws;
11. Vandalizing computers, computer software, computer systems, data, and/or the computer network;
12. Use the network for non-school related purposes, such as commercial ventures, to set up personal web pages, advertising, etc.

The administration and staff reserves the right to review scholars' files and communications to maintain system integrity and ensure that the users are using the system within the authority provided by the Booker T. Washington Academy Charter School.

Teachers and other staff members will make every attempt to monitor and guide scholars toward appropriate materials and the use of the system. It is understood that access to the computer networks at the Booker T. Washington Academy Charter School is a privilege, not a right. Failure to abide by the rules in this document could result in the revocation of access privileges, disciplinary action, or legal action, as deemed appropriate. Parents/guardians or perpetrators may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency.

Appendix A

BTWA and Department of Education Policies

Possession, Use or Distribution of Drugs and Alcohol

- 1.1 The possession, use and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia are wrong and harmful to scholars and are prohibited within the school environment.
- 1.2 Scholar lockers are the property of the school and may be subjected to search at any time with or without reasonable suspicion.
- 1.3 All alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia found in a scholar's possession shall be turned over to the Executive Director, and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented, and turned over to police as potential evidence.
- 2.1 "Alcohol" shall mean alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the *Connecticut Code* including alcohol, spirits, wine and beer.
- 2.2 "Drug" shall mean any controlled substance or counterfeit substance as defined in Section 4701 of Title 16 of the *Connecticut Code* including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and shall include any prescription substance which has been given to or prescribed for a person other than the scholar in whose possession it is found.
- 2.3 "Drug paraphernalia" shall mean all equipment, products and materials as defined in Section 4701 of Title 16 of the *Connecticut Code* including, for example, roach clips, miniature cocaine spoons and containers for packaging drugs.
- 2.4 "Prescription drugs" shall mean any substance obtained directly from or pursuant to a valid prescription or order of a practitioner while acting in the course of his or her professional practice, and which is specifically intended for the scholar in whose possession it is found.
- 2.5 "Drug-like substance" shall mean any non-controlled and/or nonprescription substance capable of producing a change in behavior or altering a state of

mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, and caffeine pills.

- 2.6 "Nonprescription medication" shall mean any over-the-counter medication; some of these medications may be a "drug-like substance."
- 2.7 "Look-alike substance" shall mean any non-controlled substance, which is packaged so as to appear to be, or about which a scholar makes an express or implied representation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling.
- 2.8 "Possess," "possessing," or "possession" shall mean that a scholar has on the scholar's person, in the scholar's belongings, or under the scholar's reasonable control by placement of and knowledge of the whereabouts of, alcohol, a drug, a look-alike substance, and drug-like substance or drug paraphernalia.
- 2.9 "Use" shall mean that a scholar is reasonably known to have ingested, smoked or otherwise assimilated alcohol, a drug or a drug-like substance, or is reasonably found to be under the influence of such a substance.
- 2.10 "Distribute," "distributing" or "distribution" shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.
- 2.11 "School environment" shall mean within or on school property, and/or at school sanctioned or supervised activities, including, for example, on school grounds, on school buses, at functions held on school grounds, at extra-curricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.
- 2.12 "Expulsion" shall mean exclusion from school for a period determined by the local district not to exceed 180 school days. Readmission to the school can only be achieved by re-application. No preference will be given as a result of past enrollment. Unless space is available, all newly enrolled scholars are placed in the appropriate grade level wait list.

The following penalties apply for infractions of state and Booker T. Washington Academy drug policies.

- 3.7.1 Use/Impairment: For a first offense, if a scholar is found to be only impaired and not in violation of any other policies, he/she will be suspended for up to 10 days, or placed in an alternative school setting for up to 10 days, depending upon the degree of impairment, the nature of the substance used, and other aggravating or mitigating factors. For a second or subsequent offense, a scholar may be expelled or placed in an alternative school setting for the rest of the school year.
- 3.7.2 Possession of alcohol, a drug, a drug-like substance, and/or a look-alike substance, in an amount typical for personal use, and/or drug paraphernalia: For a first offense, the scholar will be suspended for 5-10 days, or placed in an alternative school setting for 5-10 days. For a second or subsequent offense, a scholar may be expelled for the rest of the school year.
- 3.7.3 Possession of a quantity of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia in an amount which exceeds an amount typical for personal use, and/or distribution of the above named substances or paraphernalia: the scholar will be suspended for 10 days, or placed in an alternative school setting for 10 days. Depending on the nature of the substance, the quantity of the substance and/or other aggravating or mitigating factors, the scholar also may be expelled.
- 3.12 Notwithstanding any of the foregoing to the contrary, all policies adopted by Booker T. Washington Academy relating to the possession or use of drugs shall permit a scholar's discretionary use and possession of an asthmatic quick relief inhaler ("Inhaler") with individual prescription label; provided, nevertheless, that the scholar uses the inhaler pursuant to prescription or written direction from a state licensed health care practitioner; a copy of which shall be provided to the school district; and further provided that the parent(s) or legal custodian(s) of such scholar provide the school district with written authorization for the scholar to possess and use the inhaler at such scholar's discretion, together with a form of release satisfactory to the school district releasing the school district and its employees from any and all liability resulting or arising from the scholar's discretionary use and possession of the inhaler; and further provided that the school nurse may impose reasonable limitations or restrictions upon the scholar's use and possession of the inhaler based upon the scholar's age, level of maturity, behavior, or other relevant considerations.

Smoking

The Booker T. Washington Academy prohibits smoking and the use, dispensing or selling of tobacco products such as snuff and chewing tobacco by scholars in kindergarten through grade 8 during school hours in school buildings, on school grounds, or on school buses.

School District Compliance With Gun-Free Schools Act

The Booker T. Washington Academy is in compliance with the Gun-Free Schools Act enacted on March 31, 1994, as part of the Goals 2000: Educate America Act. The Gun-Free Schools Act amends the current Elementary and Secondary Education Act of 1965 (20 USC 2701 *et seq*) ESEA.

All Booker T. Washington Academy policies related to compliance with the Gun Free Schools Act shall apply to all scholars; except for scholars with disabilities, the federal law will be followed and a determination will be made prior to any discipline or change of placement in connection with the policy as to whether or not the violation of the firearm policy was due to the scholar's handicapping condition.