

**DIA embraces the philosophy of positive discipline as our primary source of guidance in the classroom. Kind words, encouragement and affirmation motivate children much better than embarrassment and harsh words.**

This method of discipline nurtures and empowers students to behave positively in the classroom. We want to teach students to be motivated by the successful outcome from being part of the solution rather than being part of the problem. It is our goal to teach students how to resolve conflict in a constructive way and to grow into responsible, contributing adults.

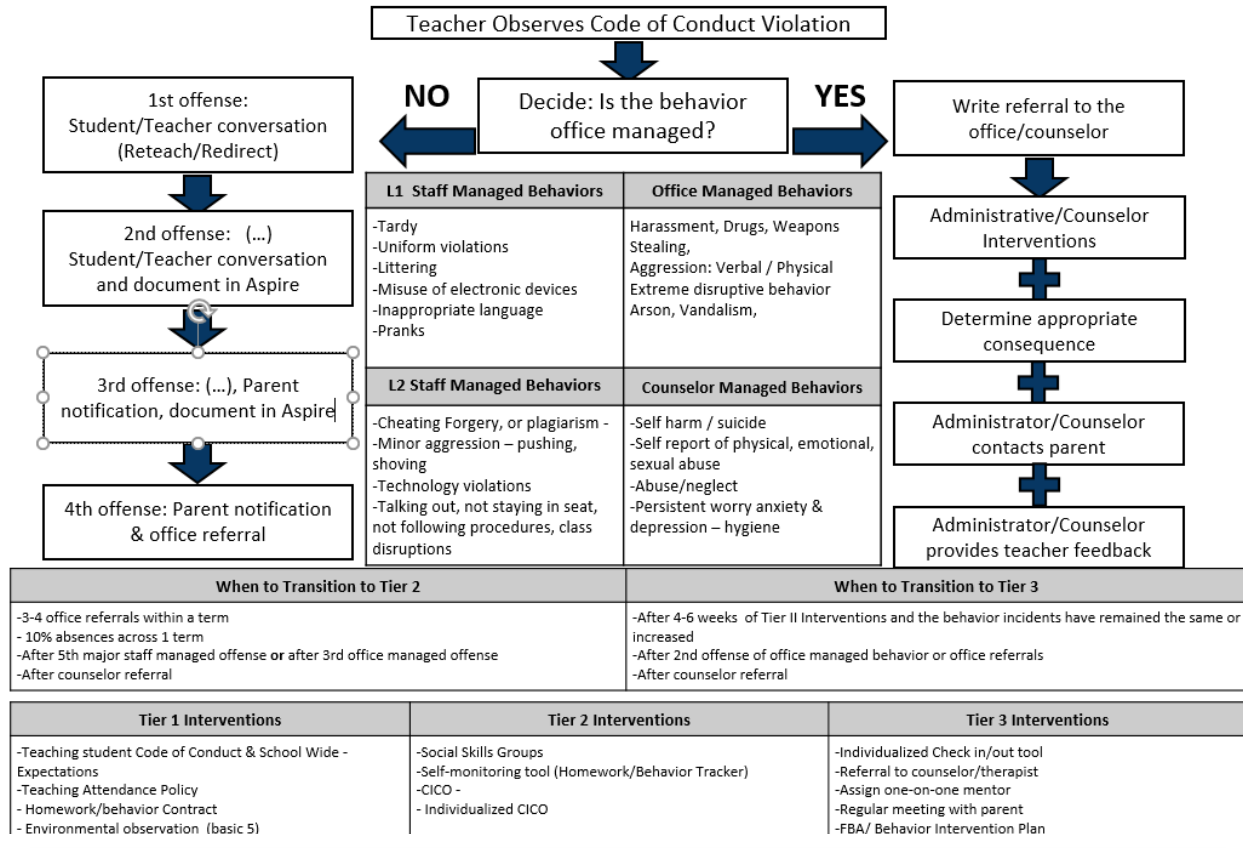
DIA faculty receive instruction and training on the philosophy and implementation of this approach and we will be guided by:

- Treating all students with respect, dignity, and by example; showing the students how individuals learn to get along with others
- Taking the opportunity to have students practice solving problems independently by providing appropriate guidance if necessary
- Being active in the supervision of students both in the classroom and throughout the school site
- The training of school employees shall include training regarding bullying, cyberbullying, harassment, hazing, and retaliation.
- The training should include training on civil rights violations and compliance when civil rights violations are reported.
- To the extent possible, programs or initiatives designed to provide training and education regarding the prevention of bullying, hazing, and retaliation should be implemented.

Teachers will extend these behavioral expectations in the classroom with modification for age and circumstances. Most minor problems will be handled at the classroom level implementing the warning system as necessary. If serious infractions occur or the safety of any student is threatened, the student will be escorted to the administration immediately for further discipline and the parent/guardian will be contacted as necessary. Further discipline may include suspension.

See Classroom Behavioral Flow Chart for specific information regarding classroom management.

### School-Wide Discipline Flow Chart



#### Level 1

- Tardy
- Uniform violations
- Littering
- Misuse of electronic devices
- Inappropriate language
- Pranks

#### Major

- Harassment/bullying (Sexual orientation, racial, Gender, Ability)
- Drugs and Weapons
- Stealing or attempt to steal
- Throwing objects and endangering people or property
- Documented continual violations of expectations
- Acts of vandalism
- Arson
- Major Aggression (physical / verbal) towards others: hitting, fighting or
- Defiance of Authority: disrespectful and/or abusive language and/or gestures
- Extreme disruptive behavior

#### Level 2

- Cheating Forgery, or plagiarism - TM
- Minor aggression – pushing, shoving – TM
- Technology violations TM
- Talking out, not staying in seat, not following procedures, class disruptions (TM)
- Horse play TM

#### Counselor

- Self harm / suicide or report of self harm/suicide
- Self report of physical, emotional, sexual abuse
- Abuse/neglect
- Persistent worry anxiety, negative thoughts and depression – hygiene

## Student Behavior Policy:

The purpose of discipline within the school setting is to provide a safe and positive learning environment. Discipline means to teach and is used as a positive way of guiding children to learn self-control. In order for discipline to be a teaching experience each discipline issue will be handled on an individual basis. Because each issue will be handled separately the consequences will not always be equal for similar infractions but rather the goal will be to be fair so that teaching can occur.

Prohibited conduct is forbidden at school, on school grounds and at school functions

A. Prohibited conduct that **may** result in a student being removed from the school includes:

1. Will-full disobedience or violation of a school rule
2. Defying authority
3. Disruptive behavior
4. Assault/battery
5. Abusive language (foul, profane or vulgar)
6. Destroying, defacing or vandalizing school property
7. Burglary or theft
8. Posing a significant threat to harm self or other students
9. Posing a threat to the welfare and safety of students, personnel or the operation of the school.
10. Possessing, using or being under the influence of alcohol, drugs, imitation drugs, drug paraphernalia or misusing any substance (including inhaling).
11. Possessing or using tobacco products
12. Bullying-aggressive, verbal or physical, intimidating behavior towards students or staff.
13. Sexual or other harassment
14. Inappropriate exposure of body parts
15. Gang related activity or attire
16. Chronic abuse of school policies

B. Prohibited conduct that **will** absolutely result in a student's removal from the school:

1. Possession or control of a real weapon, explosive or noxious/flammable material.
2. The actual or threatened use of a look-alike or pretend weapon.
3. Possession, control, sale or use of alcohol, drugs or controlled substances.

Students will sign a contract with DIA stating they have read and understand the policies of DIA and these offences, if committed, will lead to suspension of the student or expulsion from the school. Contract can be found at the back of this handbook.

## Suspension Policy:

Serious violations will be referred to the office where the administration will determine the consequence. All staff members will be trained before school begins regarding the procedures for an office referral and what types of behavior require such a referral.

Parents will be called for a parent conference to assess the behavior. After-school detention, in-school suspension, out-of-school suspension and expulsion are other options, which will be left to administration's discretion.

### Short-term suspension procedures:

If the administration decides to suspend for less than 10 days the following procedures will be followed:

1. Parents and Student will be notified immediately of the schools intent to suspend
2. Student will hear a brief explanation of the reason(s) for suspension prior to the actual suspension
3. The student will have an opportunity to tell his/her side of the story
4. The student/administrator meeting will be entered into the written record or permanent computer file

### Long-term suspension procedures:

If the student is to be suspended for more than 10 days DIA will provide for the following minimum standards:

1. Written notice to student and parents/guardians
2. Notice of opportunity for timely hearing
3. At the request of parents/guardians a hearing will be scheduled no more than 5 days from the suspension at which time parents/guardians shall receive notice of:
  - a. Names of witness against him/her and the opportunity to present witnesses\*
  - b. Reasonable time to prepare the case
  - c. The opportunity for counsel if DIA uses an attorney
  - d. The right to notice of procedures for the hearing in writing form the student handbook or form the school's website
  - e. The right to have the hearing recorded
  - f. A fair hearing officer (a credible and objective person or panel-not necessarily uninformed)
4. The decision must not be based solely on hearsay
5. The student has no official protection against self-incrimination (unless criminal charges are pending in which case there will be consultation with local law enforcement)
6. A decision will be made only on the evidence presented at the hearing
7. Student or parent/guardian has the right to written findings
8. Decision is made by a preponderance (>50%) of the evidence
9. Student will have at least one level of appeal

If the student or parent/guardian refuses the opportunity given them to explain or have a hearing or waives that right then due process has been satisfied.

Make-up work will be allowed during the suspension however the work may not be exactly what the student missed.

School holidays and professional development days shall not impede the due process. Suspension is measured in school days not calendar days.

### Expulsion

The permanent dismissal of a student is an extreme measure to be taken only as a last resort:

1. After all other efforts of motivation and counseling have failed or
2. Where circumstances of crime, scandal or disruption constitute a threat to the welfare of others

**Students with disabilities:** There are procedural safeguards under the Individual with Disabilities Education Act or section 504 of the Rehabilitation Act that may apply to students with IEPs. Parents are encouraged to speak with a SpEd teacher, SpEd Director, or school administrator in regards to any questions and concerns.

### Bullying and Harassment

Bullying happens when someone continually hurts, frightens, threatens, or excludes someone on purpose. Bullying will not be tolerated whether perpetrated by students or parents. DIA reserves the right to discipline any child, according to procedures in this handbook, for bullying. Any parent who participates in bullying behavior will be asked to leave school grounds.

Cyberbullying: is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites that: deliberately threatens, harasses, intimidates an individual or group of individuals; or places an individual in reasonable fear of harm to the individual or damage to the individual's property; or has the effect of substantially disrupting the orderly operation of the school.

### Drug, Alcohol and Tobacco Policy:

No tobacco, alcohol or drugs are allowed on school property.

Students possessing, using or being under the influence of alcohol, drugs, imitation drugs, drug paraphernalia or misusing any substance (including inhaling) are subject to immediate consequences including expulsion, see table of consequences.

Possessing or using tobacco products by students may result in suspension/expulsion.

Sale or use of alcohol, drugs or controlled substances is completely forbidden among staff and students and shall be cause for suspension/expulsion or termination of employment.

### Locker Policy

Secondary students at DIA will be assigned a personal or shared locker with a combination. DIA reserves the right to search any locker if there is a suspicion that there might be evidence of inappropriate activity.

## Uniform policy ( Established July,2011)

The purpose of DIA's uniform policy is to simplify our students' mode of dress in order to focus attention and time on their education. At DIA we want to minimize the attention paid to clothing and to promote the idea that students are defined by who they are and not what they wear. Uniform policies are also important for (1) a decrease in violence and gang association (2) improve school safety and discipline and (3) decrease theft from other students. The director will make the final determination regarding appropriate school, dress, and appearance. We ask that parents/guardians at DIA have their children dressed in uniform clothing each morning when they leave for school. Parents of students who are out of uniform will be notified. Anytime a student is out of uniform, parents will be called to bring in appropriate clothing or the student will be given clean uniform attire from school supplies before attending class at a cost to parents. Consequences for continual issues with uniform are defined in the 'DIA Table of Consequences'. All clothing must fit properly and be in good condition with no rips, tears, or holes. No advertising or writing except for DIA issued wear.

**Hair** - Hair must be neat, clean, and well-groomed. Hair should not draw unnecessary attention to itself. As such, extreme hair colors and/or styles are not permitted.

**Hair Accessories** - Hair accessories are to be small (no larger than the size of the student's fist) and not extreme in color, style, or form. Any item should not draw unnecessary attention to itself.

**Make up** - Make up is only permitted on girls in grades 7 and 8. Make up should be tasteful and not draw attention to itself. Extreme colors and/or styles are not permitted.

## Shorts and Pants

Boys and girls may wear neat and clean knee-length shorts or neat and clean full-length pants in either khaki or dark brown colors. No other colors or shades of brown are permitted. Pants are not to be excessively baggy or tight. Pants are to be worn around the waist/hips and not lower.

## Skirts and Dresses

Girls may wear neat and clean khaki skirts or dresses instead of pants. Skirts and dresses must fall to at least the top of the knee.

## Belts

Students are not required to tuck in their shirts as long as the shirt length is reasonable and does not hang down too low. Belts are only required when students tuck in their shirts and when the pants or skirts have belt loops.

## Tops

All tops are to be neat and clean at all times. Only DIA logoed, short- and long-sleeve tops in one of the 3 school colors are required (white, green, or pink). Other approved tops, such as DIA sports team shirts, student council sweaters, and event shirts (i.e., DIA Walk-a-thon shirts) are permitted, as approved by school administration.

### Sweaters, Sweatshirts, and Jackets

DIA sweatshirts and hoodies are permitted in the classrooms, but hoods or hats are not to be worn indoors.

Non-DIA sweaters, sweatshirts, and jackets may be worn in the classrooms if they are accompanied by a DIA logo shirt underneath and are in one of the official DIA colors: white, pink, or forest green.

All non-DIA sweaters, sweatshirts, and jackets MUST button or zip up the front to allow visibility of the official DIA uniform. Non-DIA *pullover* sweaters, sweatshirts, and jackets will NOT be allowed inside the classroom.

### Socks

Students must wear solid white, black, or dark brown socks. Girls may wear tights of the same solid colors or hose, as appropriate.

### Shoes

Students must wear primarily solid white, black, or dark brown shoes. Very small logos and/or colors on shoes are permitted as long they are minimal and not distracting. Shoes should not draw attention to themselves.

### Outer Wear

Any offensive or inappropriate outerwear, determined by the director, will not be allowed and parents will be notified.

Shorts, pants, skirts, and dresses required to conform to uniform policy may be purchased at a variety of stores (i.e. Target, Old Navy, Sears) generally in stock from July –October or online all year long. Many of these clothing items may be found at the Deseret Industries or other thrift stores. All other uniform items may be purchased in the front office.

### Not Acceptable

- Denim or jean style slacks or shorts
- fish net stockings
- Warm-up or athletic pants or shorts of any kind
- Bib overall slacks
- Gym shorts, biking shorts, and other athletic pants
- Flip-flops, sandals, clogs and platform shoes
- Heely's or other shoes with wheels

- Hats worn indoors
- Exposed underwear or T-shirts larger and longer than outer shirts
- Oversized pants or shirts

### Jewelry, Cosmetics, etc:

Jewelry worn to school must be kept to a minimum. Dangling earrings, chains and bracelets, etc. can be restrictive and hazardous as well as distracting in the classroom and on the playground. Body piercing jewelry must be limited to the ears. Students may be asked not to wear some jewelry to school. Students may not wear or bring cosmetics or make up of any kind to school. Body paint, tattoos, etc. are not permitted.

Girls are permitted to wear one set of small earrings, one small necklace, and one small bracelet. Boys are permitted to wear one small necklace and one small bracelet. Jewelry and other accessories are not to be extreme in color, style, or form. Any item should not draw unnecessary attention to itself.

Administration maintains the right at any time to make judgment calls regarding the appropriateness of hair, hair accessories, jewelry, make-up, clothes, shoes, etc. Students who are determined to be out of uniform will be required to come into full compliance to remain in class/school. Students who lack appropriate clothing will be allowed to call home to have a parent/guardian bring the necessary item(s) to school for the student to be compliant to the uniform policy.

### Exceptions to the Uniform Policy:

Some field trips and special events may call for appropriate, non-uniform clothing such as hiking clothes or dress clothes. Parents are informed in advance of such occasions.

At the discretion of the director, an exemption to the uniform policy may be made.

See Table of Consequences for specific behaviors and consequences.



## Grievance Policy and Procedures

The purpose of this policy is to clarify for parents and employees a process by which concerns and complaints against school employees are to be addressed. The Board of Directors believes in encouraging parents to assume their rights and responsibilities to positively influence the education of their children. At Dual Immersion Academy, we hope parents always feel comfortable expressing their concerns and complaints. We also hope that parents will seek and find ways to volunteer both in and out of the classroom so we can work together in providing students with a superior educational experience.

A simple procedure has been outlined to address any grievance with a Dual Immersion Academy administrator, teacher, or staff member. Please see the "Investigative Appeals Process" below for handling disability, discrimination, Section 504, Special Education, and/or any other concerns or complaints with a school employee. The Executive Director is the ADA/Section 504 Coordinator and the IDEA LEA Representative. As such, the Executive Director shall investigate and reply to all complainants.

### Investigative Appeals Process

A complainant must either be a student or a parent/guardian of a student. A parent/guardian can only be a complainant for student issues regarding his/her own student(s). If parents/guardians have an issue with a student other than their own student, they must address the problem directly with the Executive Director.

#### **The following steps shall be followed if you have a specific concern with a Dual Immersion Academy administrator, teacher, or staff member:**

- Step 1: Concerns involving administration, teachers, or staff members should first be addressed with the individual(s) directly involved.
- Step 2: If the issue is not resolved to the complainant's satisfaction, the complainant should address the concern with the Executive Director.
- Step 3: If the issue is still not resolved to the complainant's satisfaction (or if the specific issue concerns the Executive Director), a written complaint may be filed with Dual Immersion Academy's Board President.

#### **The following steps shall be followed if you have a specific concern with a policy, procedure, or practice at Dual Immersion Academy:**

- Step 1: Contact a school administrator with the specific concern(s), providing possible solutions to help address the problem.
  - a. If the concern is directly related to administrative practices or procedures, you should address your concern directly to the Executive Director.
  - b. If your concern deals specifically with school policy, you should address your concern with the Executive Director. She may request that your

concern be added to the next Board meeting agenda. The Board President has discretion over Board Meeting Agenda items.

- Step 2: If the issue remains unresolved (or if the specific issue concerns the Executive Director), a written complaint may be filed with Dual Immersion Academy's Board President.

**The following procedure applies if you feel you or your student has been treated unfairly, been the victim of discrimination, or received treatment in a manner which is in violation of state or federal law:**

- Step 1: A complainant shall complete, sign, and submit the written grievance form (see attached) to the Executive Director. The Exec. Director shall investigate the matter and reply in writing to the complainant within 10 business days of the receipt of the complaint.
- Step 2: If the complainant wishes to appeal the Executive Director's decision he/she may submit a signed statement of appeal to Dual Immersion Academy's Board President within 10 business days after receipt of the Exec. Director's response. The Board President may meet with some or all of the parties involved, formulate a conclusion, and respond in writing to the complainant within 10 business days of receipt of the appeal.
- Step 3: If the complainant is unsatisfied with the Board President's decision, he/she may appeal through a signed written statement to the Board of Directors. The following chain of command after the local Board of Directors is as follows:

- Utah State Charter School Director
- Utah State Charter School Board Chair
- Utah State Charter School Board
- Utah State School Board Chair
- Utah State School Board

If any person believes that the school or any of its staff has inadequately applied the regulations of Section 504 of the Rehabilitation Act of 1973, he/she may initiate a complaint with the Utah State Office of Education's Education Equity Coordinator or through the US Department of Education's Office of Civil Rights (OCR) at any time before, during, or after the local grievance procedures. The contact information for both offices are as follows:

**Utah State Office of Education  
Richard Gomez  
Education Equity Coordinator  
250 East 500 South | PO Box 144200  
Salt Lake City, UT | 84114-4200**

**Office for Civil Rights, Denver Office  
U.S. Department of Education,  
Cesar E. Chavez Memorial Building  
1233 Speer Boulevard, Suite 310  
Denver, CO 80204 – 3582**

# Dual Immersion Academy: Comprehensive Behavior Management & Discipline Policy