

I. PURPOSE

Athlos Academy has adopted a philosophy of Restorative Discipline based on the Athlos Performance Character Program.

II. DEFINITIONS

- A. Major Infraction: Negative behavior that is either chronic or severe, and is considered a Major infraction by the Lead School Administrator.
- B. Minor Infraction: Negative behavior that needs to be resolved, but that does not present a serious threat to the physical or emotional safety of students or staff may be considered a minor infraction.
- C. Restorative Discipline: Restorative disciplinary practices seek to prevent and to reduce disciplinary action by developing a school culture that supports respect, responsibility, and cooperation between all members of the school community.

III. POLICY

A. Procedures Adoption and Training:

1. Disciplinary procedures will be developed and annually reviewed by the Lead School Administrator and must be in alignment with restorative disciplinary practices, the Athlos Performance Character Program, La.R.S. 17:252, and La.R.S. 17:416.13. The Master Discipline Plan will include
 - a. Positive Behavior Support Strategies;
 - b. Code of Student Conduct;
 - c. Plan for Keeping the School Safe and Drug Free;
 - d. Parental and Community Involvement Plan;
 - e. Inter-Agency Cooperation Details; and
 - f. Pre-Service and Ongoing Training Plan for Teachers.
2. All employees of Athlos Academy will participate in annual training regarding appropriate procedures for managing discipline in the classroom and common areas of the school and for escalating disciplinary issues to the level of either teachers or school administration.
3. Parent/guardian(s) will be made aware of the expected conduct of students and the school's disciplinary policy and procedures each year, prior to the start of the school year via The Family Handbook.

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4. Violations of school policies or procedures will typically result in discussion of the violation and a verbal warning.

5. Athlos Academy shall, however, impose more severe disciplinary sanctions for any Minor or Major infractions, including suspension or expulsion, if warranted by a student's misconduct.

B. Minor Infractions

1. Minor infractions include, but are not limited to:

- a. Disruption of the learning process;
- b. Interference with the orderly conduct of school; or
- c. Infringement of the rights of others; or
- d. Any action deemed to be a Minor infraction by school administration.

2. Minor infractions will be addressed by the most immediately involved school employees according to the procedures adopted by school administration.

- a. Minor infractions will be communicated to parent/guardian(s) as needed, at the discretion of the teacher or school administrator.
- b. Consequences may involve detention or suspension.

3. Minor infractions that become chronic or severe may be escalated to Major infractions; in such cases a Behavioral Intervention Plan will be documented by the appropriate school personnel and communicated to parent/guardian(s).

C. Major Infractions

1. Major infractions include, but are not limited to:

- a. Aggressive physical behavior;
- b. Chronic profanity;
- c. Outward defiance of adults;
- d. Inappropriate touching;
- e. Violence;
- f. Gang-related activity (see Student Policy 5503);
- g. Weapon possession;
- h. Drug use/possession;
- i. Minor infractions that become chronic; or
- j. Any other action deemed to be a Major infraction by school administration.

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2. Consequences of Major infractions:

- a. Major infractions will be immediately escalated to the level of designated school administration.
- b. All students involved in the incident will be removed from the classroom or playground immediately.
- c. An Incident Reporting form will be completed and parent/guardian(s) will be contacted as soon as it is safe to do so.
- d. Law enforcement may become involved if the incident is a crime or if the Lead School Administrator determines a need for such involvement.
- e. Major infractions may result in in-school suspension, out-of-school suspension, or expulsion as further detailed in the school's Student Policy 5507.

D. Discipline for Special Education:

1. If any student involved in an incident receives special population services (IEP, 504, ELL), the employee assigned to oversee those services may be asked to collaborate with colleagues to determine if the student has a Behavior Intervention Plan or BIP.
 - a. Students on a BIP may require a different set of consequences than the general student population.
 - b. Incidents involving exceptional students may or may not require a manifestation determination evaluation.
2. Parent/guardian(s) wishing to appeal a disciplinary decision made by the Lead School Administrator may do so by following the procedures outlined in the Student Policy 5501.

E. Appeal Process:

1. Members in the hearing committee will include 2 members of admin, Dean, Counselor, ESS Coordinator when appropriate
2. The hearing officer is the CEO
3. Parents have a right to bring in an advocate in cases of expulsion
4. Parents must notify an administrator in writing for an appeal and request for full hearing within 5 days
5. Student remains in school until hearing
6. If SPED, include IEP team in hearing and go through NDR process
7. Hearing is conducted within 15 school day

Discipline Policy

Legal References:

[La. Rev. Stat. §17:223 et seq.](#) (*Discipline of pupils*)

[Communication and Grievance Policy 550](#) [1](#)

[La. Rev. Stat. §17:416](#) (*Discipline of students*)

[Gang Prevention and Intervention Policy 5503](#)

[La. Rev. Stat. §17:252](#) (*Master Plans for Behavior*) [Suspension or Expulsion Policy 5507](#)

[Incident Reporting Form](#)