SECTION II:
CODE OF CONDUCT/RESTORATIVE PRACTICES
MISSION STATEMENT: The mission of Eastern University Academy Charter School is to provide a holistic, college-integrated learning community dedicated to the education of each student in the context of his/her unique interests. The school will provide students with an environment of excitement and early expectation through an integrative discovery-based learning experience that will develop logical reasoning, critical thinking, and purpose driven global citizens. The school will graduate self-directed, self-aware learners many of whom will have successfully mastered college level work.

CORE VALUES: Core Values direct the strategic implementation of the mission and are key to conduct and discipline at all levels of the organization. Therefore we who are part of EUACS value:

1. Relationships at all levels of the organization characterized by respect, empathy, integrity, acceptance of diversity, and a willingness to work through conflicts to resolution.

2. Effective teaching and guidance counseling that prepares students for academic success in college.

3. The ongoing professional development of staff and faculty for the purpose of maximizing their contribution to the school, their careers, and society at large.

4. Access to resources that empower and enable students to discover, display and directly use their knowledge and skills.

5. A physical plant that reflects our commitment to create an academically comprehensive and safe learning environment.

6. Partnerships with individuals and institutions beyond the school that empower our ability to expand and extend our mission.

HABITS OF SUCCESSFUL STUDENTS

1. **A successful student immediately does what any adult in the school requests without complaint.** A successful student recognizes that an Advisor, Eastern University professor, a staff member or any other adult in the school has the best interest of the student in mind. Therefore, if an adult asks a student to sit down, pay attention, maintain silence during a writing assignment, tuck in his/her shirt or any other request, they will do what he/she has been asked to do without delay. A student may ask politely if she can finish a task before responding to a request, but if the adult says “no,” the student is expected do what they are asked without complaint, rolling their eyes or showing other signs of displeasure.
2. **A successful student is in his or her seat every day, on time, prepared to learn.** A student cannot learn unless he or she is present and ready to begin class. So being on time and ready when class begins is essential. This means that coats, book bags and other things not essential to the class are stowed in a locker, and that the student has all the materials he or she needs for learning that day (Learning Plan, planner, pen, paper, etc.).

3. **A successful student turns in all assignments complete and on time.**
   Turning work in on time and complete creates the academic work habits necessary for success in middle school, high school and college. Advisors or teachers will set deadlines for all projects, drafts and other kinds of homework. If for some reason a student is not able to complete assignments at the stated deadline due to health or family issues, he or she should speak with the teacher well in advance of the deadline, so appropriate adjustments can be made.

4. **A successful student treats every student, Advisor, teacher staff member and adult in the school and outside school politely and courteously.**
   Regardless of one’s feelings toward another person, students should treat others with respect and courtesy. This means never making fun of another person, saying hurtful things or cursing at another person. It also means not “talking behind their back” and gossiping about others in ways that influences fellow students to think of this person in negative or hurtful ways. These behaviors are expected in school, on field trips, at athletic events, on internships and serving learning outings, social events and all other school-related activities.

**STUDENT CODE OF CONDUCT:**

**Purpose:** EUACS believes it is important to set forth the expectations of all community members. This code of conduct is designed to support the mission of EUACS to provide a college preparatory learning environment with a focus on the individual avenues of communication, empirical reasoning, social reasoning, quantitative reasoning, personal development, and character development. At the same time this code of conduct is a living document which will need to be amended and adapted as unforeseen circumstances arise.

**Scope**
This Code of Conduct shall apply to any conduct:
- On school grounds at any time
- On or off school grounds at any school activity, function or event
- Off school grounds when student is involved in internship activities
- Traveling to and from school or internships on any school bus, van or public transportation
- Away from school if it is a continuation, retaliation or initiation of any event or individual related to the school

**GUIDELINES FOR BEHAVIOR**
All students are expected to behave in a manner that will reflect favorably on the school, not only during school hours, but also at any out-of-school activity connected with the school, including school functions, field trips, and athletic games and so on. Behavior at any such activity will be part of the student’s record, and misbehavior will be dealt with accordingly by school officials.

The following guidelines are expected to govern and characterize student behavior:

- **Attendance:** Students are expected to attend school on a regular basis, as required by state law, and to come to school on time. According to Pennsylvania law, three unexcused absences will be reported to the Department of Education.

- **Safety:** Students are expected to behave in ways that are safe for themselves and others. Students, parents, faculty and staff are expected to follow the rules that EUACS has adopted to ensure the safety of all in the school. Likewise, all are persons involved with the school are expected to respect other people’s property.

- **Cooperation:** Students are expected to cooperate fully with Advisors in their classrooms and to cooperate fully with administrators, Advisors and other adults in the school when they are in the cafeteria, hallways, stairways and other common areas. Students are expected to always be polite and helpful when dealing with others.

- **Orderly movement:** Students are expected to move between classes and other activities in common areas, inside or outside of the school, in an orderly and timely manner.

- **Entering the building:** When entering the building, students should remove hats and visors and keep their voices low. An adult-type behavior should prevail. Student should not run, wrestle, push, or shove. The “no hats” policy applies to girls as well as boys. All backpacks and coats must be put in advisories upon entering the building.

- **Electronic Devices:** No electronic devices (cell phones, IPods/MP3s, beepers, computers, video games, etc.) shall be allowed in the classroom, or on the person of a student while in class or on a school-sponsored activity, unless specifically designated by the Advisor/Faculty for educational purposes. If a faculty or staff member sees a student in possession electronic devices, they shall confiscate it. The equipment will not be returned unless picked up by a parent. If an electronic device is taken on the second occasion, it will be donated to a local charity.

- **Illegal drugs and alcohol:** Illegal drugs and alcohol are strictly forbidden at all times. If a student is taking medication for health reasons, he or she should notify the school nurse and Advisor of the need for medication use.

- **Dress Code:** Students will wear the school uniform in a clean and well-groomed appearance at all times when on school grounds. Accommodations to dress code rules will be made for those who must follow certain dress requirements based on religious grounds. All blazers must be worn during
ANTI-BULLYING POLICY
Bullying of any sort is prohibited at all times. Bullying is defined as —actions (or threats of action) either physical or verbal which instill fear or which serve to demean an individual, committed by a community member over a period of time. It includes verbal and physical taunting or intimidation. Bullying can occur in person, over the Internet (my Space, Facebook, etc.), or through cell phones. Students and staff alike can be victimized. Similar to sexual harassment, bullying can occur regardless of the intentions of the bully(s); it is the perception of the victim that must be taken into consideration. Bullying often involves more than one person; bystanders (the —audience) can take a passive role by encouraging the bully or by willingly not doing anything to prevent the abuse from occurring. EUACS takes a firm stance against bullying, and resolves to address this negative behavior as it is detrimental to the well being of an individual, and it is a major disruption to the learning environment. To that end, the Academy reserves the right to hold an —anti-bullying policy.

DEFINITIONS

- **Advisors/ Faculty**: Those adult persons primarily responsible for designing curriculum and leading the learning process with students.

- **Principal**: The Chief Executive Officer (CEO) of the school responsible for overseeing the safe and efficient operation of the school. The Principal is also the key liaison from the school to the Board and community.

- **Dean of Students** (Dean): The Dean shall be the person appointed by the Principal to provide guidance and support the Advisors and Faculty in their implementation of restorative practices in their classrooms. Furthermore, he/she will handle all referrals from Advisors and Faculty for restorative conferencing beyond the classroom.

- **Staff**: All other adult persons working in the school other than the Advisors, Faculty and Principal.

- **Student**: The young persons formally enrolled in the school in a given academic year.

- **Parent/Guardians**: The adults who have primary responsibility for the health, nurturance and safety of the students attending school. Parents and guardians are those persons allowed to support and speak on behalf of students when academic or behavioral issues arise.

- **Board Members**: Those persons elected to serve as the legal and advisory representatives to EUACS.

- **School Community**: All students and adults who either attend EUACS or work there

- **Person(s) Harmed**: In the event of an incident the person(s) harmed are those individuals whose safety or dignity have been violated due to the words or actions of another.
• **Offender(s):** The individual(s) who have participated in misconduct or have violated the safety or dignity of the persons harmed.

• **Mediators:** Persons designated by the school to conduct restorative conferences or circles as outlined in this code of conduct.

**DISCIPLINARY PROCEDURES AND POLICY**

**Restorative Practices**
In the event that students misbehave and do not abide by the principles outline in the Guidelines for Behavior (above), EUACS will use the “restorative practices” approach to discipline, pioneered by Ted Wachtel at the SaferSanerSchools Program at the International Institute for Restorative Practices (IIRP). Restorative Practices has their roots in “restorative justice,” a new way of looking at wrongdoing that focuses on repairing the harm done to people and the relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Students, Staff, Faculty and Board Members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class.

**Restorative Practices (RP) Principles**
1. RP focuses on harms rather than rules or persons and the consequent needs of victims, offenders and communities.
2. RP addresses obligations of the offender resulting from those harms, as well as the community’s obligations to both victims and offenders.
3. RP uses inclusive, collaborative processes.
4. RP involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. RP seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.\(^1\)

**Restorative Discipline**
1. Acknowledges that relationship are central to the building of the school community

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\(^1\) Amstutz and Mullet (2005). *Restorative Discipline for Schools*, pp. 25-26
2. Must establish policies and procedures that harm and misbehavior in a way that strengthens relationships

3. Focuses on harms done rather than rules broken.

4. Gives voice to the person who has been harmed.

5. Engages in collaborative problem solving

6. Empowers change and growth for all involved.

7. Enhances responsibility for actions and attitudes for all involved.²

The goals of these restorative practices are that…

1. EUACS would be a safe, friendly and enjoyable learning environment

2. EUACS would foster an environment where everyone feels valued, respected, and included.

3. EUACS would be a school where students are motivated to learn and faculty and staff enjoy meaningful and fulfilling work.³

THE RESTORATIVE PRACTICE PROCESS (RPP)
The RPP is designed to incorporate the principles, concepts and goals of restorative practices in practicing discipline at EUACS. While the process outlined below is designed to provide a “map” for how Advisors, students and staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful and appropriate in each individual instance. Thus the RPP outlined below is guide for decision-making, not a hard and fast set of rules.

The Respect Agreement: At the beginning of the school year, each Advisor will lead his/her class in the development of a “Respect Agreement” for the class. The Respect Agreement’s purpose is to have students and teachers agree as to the guidelines for behavior that will create a safe, cooperative and constructive classroom setting. The Respect Agreement will address the following four areas of behavior: Students respecting themselves and other students; Students respecting Advisors and Adults in the school; Advisors respecting Students; and Students and Teachers respecting school facilities and equipment. Respect Agreements must also include school rules outlined in this code of conduct. Once it is developed, Respect agreements are posted in a place in the classroom that is visible to all in the room.

In Class Issues: As issues of misconduct arise in the class, Advisors will seek to handle the misconduct by reminding students of their need to follow school guidelines by offering students

² Amstutz and Mullet, pp. 26-29

³ Adapted from Hopkins (2004), Just Schools: A Whole School Approach to Restorative Discipline, p.28
constructive reminders. If students admit their infraction and immediately seek to correct their behavior, student and Advisor will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the Advisor will seek to handle the issue in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the teacher will handle the issue in class using an appropriate method, such as a class circle.

*Respect Agreement Issues:* If the Advisor’s attempt to use a constructive reminder does not resolve the issue, Advisors and students will refer to the class Respect Agreement for guidance. Advisors will remind students of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the issue until a mutually agreed upon resolution is reached. While the decision to handle student misconduct issues in class shall ultimately be up to the Advisor, common in class issues might include things such as:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of Advisors and/or other students
- Sleeping or chewing gum in class (according to advisor discretion)
- Excessive playfulness in class
- Overt signs of sexual affection.
- Academic honesty
- Gambling
- Minor dress code violations (e.g. wearing a hat, not having shirt/blouse tucked in).
- Bathroom misconduct or failure to follow procedure
- Raising one’s voice in a verbal conflict

*Conferencing and Circles:* If an incident occurs between students of different classes, or attempts to resolve an issue in class has proven unsuccessful, students will be given one of three options:

1. The student may elect to have the Advisor decide an appropriate resolution to the incident;
2. Students may request that the DEAN serve as a mediator to work with students or to come to a resolution; or
3. Students may choose to work at resolving the issue without a mediator.
If the incident involves a student and an Advisor, and an appropriate resolution has not been reached, the Advisor can then refer the student to the DEAN for a restorative conference. If the incident involves a number of students, the DEAN may choose to hold a restorative circle with students and adults involved in the incident. Who to include in the conference or circle will be up to the discretion of the Dean of Students. While the decision to refer to the DEAN will be up to the Advisors and Principal, common conferencing and circle issues might include the following:

- Failure to wear school uniform to school
- In class possession of electronic devices (cell phones, IPods, computers, etc) not being used in the learning process
- Lying to Advisors or other staff
- Bullying behavior toward Advisors or other students
- Throwing objects at anyone at anytime
- Loitering in the hallways, not having a hall pass or leaving class without permission.
- Littering anywhere on school grounds – inside or outside.
- Eating in class without adult permission or supervision.
- Unexcused absences, latenesses or cutting class (Three or more unexcused absences must be reported to the Pennsylvania Department of Education)
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:
- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?  

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*These restorative questions are provided by the International Institute for Restorative Practices, www.iirp.org*
When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What been the hardest thing for you?
- What do you think needs to happen to make things right?5

In the course of discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by the DEAN and other persons involved. A notice will be placed in the student’s file of the infraction and restorative action that was agreed upon. Restorative actions that might be suggested could include the following:
- Verbal or written apology to person harmed or community as whole
- Community service
- Action plan for correction of student behavior
- Notice being sent home to student’s parents

In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed.
- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, principal, other students, community members, law enforcement officials, and the offender’s family members. The participants in the conference will be determined by the DEAN in consultation with the offender and primary victims of the misconduct.
- The restorative conference shall be facilitated by the Dean of Students.
- The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include repairing and/or paying for damage done) and shall be determined in the context of the restorative conference.
- The DEAN shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the DEAN and the offender will sign the document, and it shall be placed in the student’s file.

5 Institute for Restorative Practices.
- The student will then be released from any further obligations to community service, and a message shall be sent by the DEAN to the Principal, victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his/her community service.

*Taking a Break from the Community:* In those instances where the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community, and not come to school for a period of one to three days. Prior to being asked to take a break, the student will be asked to think about the reasons for his temporary suspension from the community, and to write a 1-3 page paper addressing the four restorative questions (above). When the break time is over, the DEAN will meet with the student and his/her parent(s) to review what the student has written, and to discuss appropriate measures for restoring the offending student to the community. Depending on the nature of the misconduct or harm done, the student may be asked to take additional actions in order to be fully restored. Once those actions are completed, the student will be formally welcomed back into his/her classroom as a full participant. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away.

If a student continues to be uncooperative, or engages in repeat behaviors of a similar nature to the first misconduct, he/she may be asked to take a second break from the community from 4 to 10 days. In addition to writing the paper addressing the four restorative questions, the student will need to write a formal letter of apology to the Principal explaining the nature of the wrongs done, and the concrete steps that will be taken to address the unacceptable behaviors in question. Prior to returning to the classroom, the DEAN will meet with the student and his/her parent(s)/guardian(s) to discuss the items discussed in the letter and the steps necessary for restoring the student to full inclusion in the community. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away.

While the decision to require a student to take a break from the community will be up to the discretion of the Principal & CEO, some common behaviors requiring students to take a temporary break from the community might include the following:

- Disrupting the learning environment
- Disrespect towards staff & school personnel
- Lateness or cutting of class
- Disrespectful or abusive language
- Failure to wear school uniform to school
- Coming to school under the influence (but not in possession of) of alcohol or illegal substances
- Bullying behavior
- Academic dishonesty
- Abuse of computer privileges
- Destruction or defacing of school property
- Sexual harassment
- Voluntary sexual acts while in school
- Theft of school or personal property
- Truancy or leaving school property without permission
- Smoking on school grounds or school-sponsored events
- Possession and/or use or transfer of matches, lighters, or any incendiary devices
- Tampering with fire alarm/extinguishers
- Arson
- Terroristic threats
- Encouraging fighting/horseplay
- Counterfeiting, forging another’s signature on school-related documents, or presenting another’s student’s work as one’s own
- Failure to abide by previously decided resolutions

**The third time that a student is asked to take a break from the community, the Principal/CEO will recommend to the EUACS Board and/or Discipline Advisory Committee of the Board that this student be permanently excluded (i.e. expelled) from the EUACS community.** The decision to permanently exclude a student will be decided by a majority vote of the Board and/or the Discipline Advisory Committee. In order for a student to be permanently excluded, EUACS will follow the proposed policy for expulsion of students outlined in 24 PS#1318.

The process outlined in 24 PS#1318 is as follows:
1. Permanent exclusion (expulsion) shall be defined as exclusion from school for a period longer than 10 school days
2. Being permanently excluded will require a prior formal hearing with the Principal, student, and his/her parents or guardian(s) to discuss the nature of the conditions leading to permanent exclusion.

3. During the period prior to the hearing and a decision of the EUACS Board in the case of permanent exclusion, the student, unless already taking a break from the community, shall be placed in a normal class except
   - if it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat the health, safety, morals or welfare of others, and
   - if it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from the school for more than ten school days, if the formal hearing is not unreasonably delayed.

4. Notification of the charges leading to permanent exclusion will be sent to the student’s parent(s)/guardian(s) by certified mail.

5. Parents/Guardians will be provided sufficient notice of the time and place of the hearing.

6. The hearing will be held in private unless the student or parent requests a public hearing.

7. The student will have the right to be represented by counsel.

8. The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any of those witnesses.

9. The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.

10. The student will have the right to testify and present witnesses on his/her behalf.

11. A record will be kept of the hearing, either by stenographer or by tape recorder.

12. The proceeding will be held with all reasonable speed.

13. In the event that the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. Student and their parents/guardians will be apprised of these rights.
**Automatic exclusion from the community (zero tolerance)**

Three types of student misconduct shall be grounds for automatic exclusion from the EUACS community:

1. Involvement in acts of physical violence or fighting
2. Possession, sale, solicitation or use of illegal drugs or alcohol
3. Possession of a weapon. Each form of misconduct is explained below.

First, because EUACS seeks to be a non-violent, safe and reconciling community, any student involved in acts of physical violence against persons, or engaged in a physical fight regardless of the circumstances will be automatically excluded from the community for a period of no less than ten school days. Any assault upon either another student, faculty or staff member will be reported to the Philadelphia Police Department for consideration of criminal charges. If the student requests to be admitted back into the school after the mandatory exclusion period, a formal conference with the student and his or her parents to determine whether the student should be allowed back into the school.

Second, any student involved in the possession, sale, solicitation or use of illegal drugs or alcohol while on school grounds or involved in a school-sponsored activity, will be automatically excluded from the EUACS community for not less than one year. The discovery of illegal drugs or alcohol will be reported to the Philadelphia Police Department and to the Department of Education for possible criminal charges. If the student requests to be admitted back into the school after the mandatory exclusion period, a formal conference with the student and his or her parents to determine whether the student should be allowed back into the school.

Third, in accordance with The Safe Schools Act (Act 26 of 1995), any student who is determined to have brought onto or is in possession of a weapon on any school property, school-sponsored activity, or any vehicle (public or private) providing transportation to or from school or a school sponsored event, will be automatically excluded from the EUACS community for not less than one year. The discovery of the weapon will be reported to the Philadelphia Police Department and to the Department of Education for possible criminal charges. If the student requests to be admitted back into the school after the mandatory exclusion period, a formal conference with the student and his or her parents to determine whether the student should be allowed back into the school.

With regards to actions leading to automatic exclusion and in accordance with Act 26 of 1995 and Act 30 of 1997, EUACS will follow the procedure outlined in those laws by doing the following:

- The student shall be permanently excluded from the community by a vote of the EUACS Board of Trustees
- The Principal/CEO of EUACS will report the discovery of any weapon prohibited by Acts 26 to the Philadelphia Police Department
- The Principal/CEO will report to the Pennsylvania Department of Education all incidents relating to permanent exclusion for possession of a weapon
- The Principal will also report to the Pennsylvania Department of Education all new incidents involving acts of violence, possession of a weapon or possession, use or sale of controlled substances via the PDE-360 Violence and Weapons Possession Report at the close of each school year.

- EUACS will develop a Memorandum of Understanding with local law enforcement which sets forth procedures to be followed when an incident involving an act of violence or possession of a weapon by any person occurs on school property. Law enforcement protocols will be developed in cooperation with the Philadelphia Police Department and the Pennsylvania State Police.

- Prior to admission to EUACS, parents/guardians or other persons having control or charge of a student shall upon registration, provide a sworn statement or affirmation stating whether a student was previously or is presently suspended or expelled from any public or private school in Pennsylvania or any other state for an act or offense involving weapons, alcohol or illegal drugs, or the willful infliction of injury to another person, or an act of violence committed on or to school property. The registration shall include the name of the school from which the students was expelled or suspended, and shall be maintained as part of the student’s disciplinary record.

- When EUACS receives a request from a school entity to which a current or former EUACS student has transferred, EUACS will forward a certified copy of the student’s disciplinary record within 10 days of the receipt of the request.

- A student’s disciplinary record, as well as records maintained under Section 1307-A will be available at EUACS for inspection to the student, to parents/guardians and other persons having control or charge of the student, to school officials, and to state and local law enforcement officials as provided by law.

- EUACS will maintain updated records of all incidents of weapons possession, offenses involving the use, sale, or possession of controlled substances, and incidents of physical violence committed on school property or at school-sponsored activities by students enrolled at the school. A statistical summary of these records shall be made accessible to the public for examination during regular business hours.
Process for amending or revising the Code of Conduct

Before the end of the first academic year, the students of EUACS or a group of students deemed qualified by the Principal to represent the students, shall have the opportunity to review the code of conduct and to offer suggestions for changes to the code. These suggestions shall be considered by the Principal and the faculty and staff. If deemed acceptable, the faculty and staff will, by a formal vote or consensus process, recommend these changes to the EUACS Board.

Prior to the beginning of each school year, EUACS faculty and staff shall have the opportunity to review the code of conduct and to offer suggestions for changes to the code to the EUACS Board. All changes to the Code of Conduct will need to be approved by the EUACS Board before they are considered binding.
**Sample Respect Agreement**

The Respect Agreement is critical and central to the success of restorative practices in EUACS. Each class develops its own agreement according to the following lesson plan.

*Step 1:* The teacher provides a brief overview of the Respect Agreement focusing on the meaning of respect in four areas
- Students respecting other students
- Students respecting the teacher
- Teachers respecting the students
- All class members respecting the school equipment and facilities

*Step 2:* Each student brainstorms potential rules in each of the four areas.
*Step 3:* Students then meet in groups of 4-5 and share their ideas. Each group selects 4 rules they want to propose for the whole class.
*Step 4:* Ideas for each category are then written on newsprint and discussed by the class. The class then votes or comes to consensus on the rules of respect they want to govern their class.
*Step 5:* The Respect Agreement is then written up and placed in visible place in the class room. Any all-school rules are automatically included in the agreement.
*Step 6:* Each morning for two weeks the Teacher reviews the Respect Agreement

**Sample Respect Agreement**

We can create a respectful and cooperative classroom and school by”

*The Teacher Respecting Students*
- Talk in a calm voice.
- Be careful not to embarrass students.
- Help when someone needs help.
- Problem solve – don’t give dirty looks.
- Guide discussion and decide how all will participate and be heard.
- Be careful when using a whistle
- Be polite.
- Be prepared.
- Pay attention to students and their ideas.

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6 This sample Respect Agreement is taken from *Discipline That Restores* by Ron and Roxanne Clasen, pp.47-48. While this sample breaks the agreement into the four categories, this is not necessary. This sample is given to see how the four categories are included in the overall agreement.
Students Respecting the Teacher
- Listen without talking; pay attention.
- Don’t talk during a test.
- Be careful not to embarrass the teacher.
- Listen with an open mind.
- Be prepared and ready to learn.
- Problem solve –don’t give dirty looks.
- Be polite and nice.
- Ask if you need to borrow something and return it.

Students Respecting Themselves and Other Students
- Don’t talk during a test.
- Do your own work.
- Ask before you borrow something and return it
- Treat others the way you want to be treated (with respect).
- Avoid profanity, gum or seeds.
- Listen to each other; pay attention.
- Keep your hands to yourself.
- Stay quiet for each other.
- Pick up after yourself.
- Show new students around the school.
- Be polite and nice.
- Respect the property of others.

All Respecting the School Facilities and Equipment
- Put trash in trash cans
- No chewing gum or eating seeds.
- Don’t run in the classroom.
- Take good care of the books.
- Don’t write on furniture or walls.
- Repair, replace or clean what you ruin

I am willing to be respectful and cooperative

Signature(s) of all students and Teacher.