

Academic Integrity

Scholars are expected to adhere to honesty, trustworthiness and personal integrity at all times. Cheating, plagiarism or any other form of academic deceit does not align to our HARLEM values. . This includes giving or receiving information on an exam, test, quiz or other evaluation exercise in such a way that would be considered cheating. This could include copying from another scholar, bringing notes into the test, using a calculator or electronic device without the permission of the teacher, or similar unauthorized help. Using another person's ideas or statements without giving credit to the author is considered plagiarism. This could include not giving a proper citation in a research paper by crediting the source of information, the copying of another scholar's work and handing it in as one's own, the giving of one's work to another to copy or any other similar use of another's work.

The first time this offense happens, the teacher will notify the Assistant Principal and the scholar's parent(s) or guardian. The teacher and the scholar will have a restorative conversation in order to create a plan to repair the harm. This might include having the scholar redo the assignment or assessment and an additional collaborative project about academic integrity. If the scholar cheats or plagiarizes a second time, a conference with them, their parent(s) or guardian, teacher, and the Assistant Principal will occur. During that meeting, an Academic Integrity Contract may be created.

Bullying and Harassment

The following definition of bullying is taken directly from:

<http://www.p12.nysed.gov/dignityact/documents/DASAGuidanceLocalImplementation.pdf>

Bullying has been described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building or at locations such as on a playground or on the subway or sidewalk while a scholar is traveling to or from school, or on the Internet. Scholars who are bullied and those who bully others may potentially have serious and lasting problems. According to the United States Department of Education, bullying generally involves the following characteristics:

- An Imbalance of Power: Scholars who bully others use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- The Intent to Cause Harm: Determining the intent of an individual who demonstrates bullying behaviors may be difficult. The perception of the person who is the target of those behaviors should also be considered.
- Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once.

At St HOPE, scholars are expected to promote the emotional safety of scholars and staff members. If a scholar engages in an act of bullying or harassment or instigation, then this scholar will be warned by the Behavioral Intervention Specialist. This scholar's parent(s) or guardian will also be notified, and the Behavioral Intervention Specialist will develop a contract between the scholar and the school, and in consultation with the parent. The contract will outline an intervention aimed at building the scholar's social emotional competencies. If a scholar engages in additional acts of bullying or harassment, then this scholar may be assigned an Out-of-School Suspension, not exceeding 5 school days. To support this scholar's social and emotional development, this scholar may participate in counseling. If a scholar continues to engage in additional acts of bullying or harassment, this scholar may be recommended for expulsion. Scholars must promote the physical and emotional safety of others by not engaging in unwanted bullying or harassing behaviors (abusive, obscene, offensive language, gestures, propositions, or behaviors intended to target or harm an individual or group based on race, color, origins, gender, age, religion, sexual orientation, class, or disability).

At St HOPE, we believe that prevention is key. In addition to explicitly teaching the above definition of bullying, advisors teach scholars to be allies rather than bystanders, teaching scholars the definition of these words and practicing various scenarios through which they might respond appropriately to bullying and harassment. An "Ally Form" is available in every classroom.

Community Service

Scholars are required to complete a minimum of 40 hours of community service each year, and progress towards their yearly goal is included in the scholar's report card each quarter. Scholars can accrue hours through participation in school- and community-based service activities.

Scholars can report completed community service hours to their advisor or the Director of Student Affairs.

Cellular Phones

Scholars may not use a cellular phone in school. Each morning, scholars who bring a cellular phone to school will be required to turn it off and place it in a secure “Yondr” case **in their backpack**. The scholar will keep the “Yondr” **in their** bag, but it may not be visible during the school day. Each scholar, prior to exiting the building, will go to an administrator to have his or her “Yondr” case deactivated and turn in the case.

If a scholar refuses to put their cell phone in the “Yondr” case or is dishonest about the whereabouts of his or her phone, then the school may require the parent to pick-up the scholar’s cell phone from school.

If a scholar’s cell phone is visible during the school day, then the scholar may be required to turn in **their** cell phone to the Lead Behavioral Intervention Specialist each morning. It will be returned at the end of the school day. If this happens again, then the parent may be asked to pick up the phone from school.

Scholars should not use a cellular phone in school. Each morning, scholars will be asked to turn off their cellular phone and place it in their backpack.

If a scholar refuses to put their cell phone in their backpack or is dishonest about the whereabouts of their phone, then they will meet with a Behavior Intervention Specialist to determine the why and create a plan for how to better use their technology, especially if it negatively affects their participation in and performance during academic classes. If the problem persists, and if necessary, the parent(s) and/or guardian of the scholar may be contacted in order to include them in the modification of the plan.

Dignity for All Students Act (DASA)

St HOPE Leadership Academy Charter School creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act (DASA). This law seeks to “provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function.” Discrimination and harassment is prohibited by employees or scholars based on a person’s perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. To read the full Dignity for All Students Act, please visit: <http://www.p12.nysed.gov/dignityact/>

DASA Coordinator

The Director of Student Affairs is the SHLACS DASA Coordinator. The DASA Coordinator is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), sex, and any other characteristic protected by law.

Reports and Investigations of Bullying, Discrimination and/or Harassment

Any person who has been a victim or who knows of a potential incident of bullying, discrimination, or harassment is required to report it to the DASA Coordinator. School employees who witness harassment, bullying, or discrimination, or receive a report of such harassment, bullying, or discrimination must verbally notify the Director of Student Affairs or Principal no later than one school day after the employee witnesses or receives a report of harassment, bullying or discrimination. Scholars may make reports of harassment, bullying, or discrimination to the Coordinator in person or confidentially through other means such as a written note or letter.

After receiving a report of potential violation of the Act, the Coordinator will promptly investigate all complaints of bullying, either formal or informal, and take prompt corrective measures, as necessary. If, after an appropriate investigation, the School finds that this policy has been violated, prompt corrective action will be taken to end the harassment, bullying or discrimination, and eliminate any hostile environment. The Director of Student Affairs will promptly notify the appropriate local law enforcement agency if any harassment, bullying or discrimination constitutes criminal conduct.

The School will annually report material incidents of bullying, discrimination, and/or harassment which occurred during the school year to the State Education Department. Such reports shall be submitted in a manner prescribed by the Commissioner, on a date to be determined by the Commissioner.

A to Z Guide for Scholars & Families

Discipline

Scholars are responsible for their actions and are expected to adhere to their Commitment to Excellence, in addition to expectations and regulations. “HARLEM in Action” is a road map or guide for behavior. If a scholar does not meet expectations, then this scholar’s teacher or a staff member will redirect their behavior and/or facilitate restorative next steps of which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs.

In addition, the teacher will attempt a wide range of in-class interventions, as it is our ultimate goal to help scholars become more disciplined *within* the walls of the classroom, instead of *outside* the walls of our classroom.

St HOPE Leadership Academy has the following expectations with regards to behavior:

- Scholars are expected to promote the physical safety of scholars and staff members. If a scholar engages in an act, similar to play fighting, then this scholar may need to participate in restorative next steps of which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs or Behavior Intervention Specialists, depending on the severity of the act and the number of times this scholar engaged in similar acts. The scholar and Director of Student Affairs may **also** develop a plan to help them make different choices in the future in order to repair the harm that has been done.
- Scholars are expected to respect the personal property of others. If a scholar steals another person’s personal property, then this scholar may be required to return the stolen property. In addition, the teacher may facilitate restorative next steps of which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs or Behavior Intervention Specialist, or Out-of-School Suspension, depending on the severity of the act and the number of times this scholar engaged in similar acts.
- Scholars are expected to behave with respect towards-themselves and other members of our community. If a scholar does not behave with respect, then this scholar may be required to repair the harm that has been done via restorative next steps. In addition, depending on the severity of the act and the number of times this scholar engaged in similar acts, they may be required to complete a collaborative project facilitated by the teacher, Behavior Intervention Specialist, or the Director of Student Affairs.
- In addition, if a scholar is defiant, ignores or refuses to follow an adult’s instruction, then this scholar may be required to participate in restorative next steps which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs. In rare cases, when the defiance is severe and threatens the safety of self or others, and depending on the number of times this scholar engaged in similar acts, only then punitive next steps like an Out of School Suspension might be considered.
- In addition, if a scholar pushes, shoves, or hits an adult, with the intent to harm the adult, then this scholar may be assigned an Out-Of-School Suspension or may be recommended for expulsion, depending on the severity of the act and the number of times this scholar engaged in similar acts.
- Scholars are expected to behave with respect towards themselves and other scholars. If a scholar fights with another scholar, regardless of whether this scholar started the fight and regardless of whether the fight occurred on school grounds and/or during school hours, and their intent was to cause harm to the other scholar, then this scholar may participate in a peer mediation or an Out-of-School Suspension, depending on the severity of the act and the number of times this scholar engaged in similar acts. In addition, this scholar may be required to repair the harm by participating in a restorative conversation, restorative conference, or peer mediation, depending on the nature of and reason for the fight and may be required to complete a collaborative project facilitated by the Behavior Intervention Specialist or the Director of Student Affairs. This scholar may be recommended for counseling and, if this scholar engages in additional physical altercations, then this scholar may be recommended for expulsion.
- In addition, if a scholar exits the building without permission during the school day, then this scholar may be recommended for an Out of School Suspension or expulsion, depending on the severity of the act and the number of times the scholar engaged in similar acts.
- In addition, if a scholar possesses or transfers a controlled substance, a weapon, or an object that could be used as a weapon or causes serious bodily injury, then this scholar may be recommended for expulsion.

The majority of scholars demonstrate our values both in and outside the classroom. To support scholars who have difficulty demonstrating our values, scholars can speak to our Behavioral Intervention Specialist, Guidance Counselor, Director of Student Affairs, the Assistant Principal, the Principal, or a teacher to develop a plan. We have several systems in place to support scholars including, but not limited to: Peer Mediation, Advisory, Counseling, Team Building, and Restorative Conversations

Expulsion

St HOPE Leadership Academy believes that one of the major functions of education is preparation of youth for responsible citizenship. We foster a dynamic learning environment that reinforces self-discipline and the acceptance of responsibility. In addition, we work with scholars and families to provide a safe school environment that provides scholars with the opportunity to have a quality education.

To maintain an environment that will prepare St HOPE Leadership Academy scholars for responsible citizenship, the school has adopted and developed expectations, regulations, policies and procedures identified throughout this handbook. These policies, procedures, expectations, and regulations are outlined to give SHLACS teachers, staff members, and administration guidelines with disciplinary issues, and to give scholars and their parent(s) or guardians a clear set of expectations clarity regarding scholar behavior, as well as an understanding of the *consequences of misconduct*.

A scholar becomes eligible for expulsion if they demonstrate repeated or an extreme disregard for expectations and regulations. An expulsion is when a scholar is permanently removed from all school and educational programs. The Principal, administrator, teacher, or staff member may recommend a scholar for expulsion. However, the Principal has the authority to make the final recommendation. The Principal, upon making this final recommendation, will give the parent(s) or guardian written notice of the actions or incidents, the intent to expel, and the place, time and circumstances of the hearing.

If a scholar's conduct makes them subject to possible expulsion from St HOPE Leadership Academy, the Principal may make a recommendation to the Disciplinary Administrative Panel for expulsion (a 3-person panel consisting of SHLA Board members). During the expulsion hearing, the scholar and parent/guardian will be given an opportunity to contest the expulsion, which shall include the submission of evidence. Following the hearing and deliberations, this panel will send its recommendation to the Executive Committee of the SHLACS Board of Trustees. The final decision regarding the expulsion of a scholar is determined by a vote taken by this Executive Committee. Following their decision, the President of the Board of Trustees or designee will send written notice of the decision to expel, including the panel's finding of the facts, to this scholar's parent(s) or guardian.

St HOPE Leadership Academy suspension and expulsion policies and procedures comply with New York State Education Code and all other applicable laws and regulations and are made available to parent(s) or guardians. Suspension and expulsion policies and procedures are enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Grievance Policy

The process for a parent or guardian to raise concerns is as follows:

1. The parent or guardian raises their concern directly to the person involved.
2. If the issue is not resolved, they may bring their concern to the individual's supervisor.
3. If the issue is not resolved, they may bring the concern to the Principal.
4. If the issue is not resolved, then they may put their concern in writing and give it to the Principal or a member of the Board of Trustees, who will forward it to a member of the Grievance Committee of the Board of Trustees. This committee is composed of at least two people and will not include the Principal.
5. The Grievance Committee will investigate the concern and respond to the parent or guardian in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
6. If the issue is not resolved, then they may put their concern in writing and give it to the school's authorizer, the New York City Department of Education. To do so, they can fill out the NYC DOE-Authorized Charter School Complaint Form, which can be accessed at: <https://www.schools.nyc.gov/docs/default-source/default-document-library/charter-school-complaint-form-english> Upon completing the form, they can email it to: charterschools@schools.nyc.gov.

Guidance around when a formal complaint is justified is available at the following link:

<https://www.schools.nyc.gov/school-life/school-environment/get-help-at-your-charter-school/file-a-formal-complaint-at-your-charter-school>

A to Z Guide for Scholars & Families

HARLEM in Action

"HARLEM in Action" is how we, as an entire school community, live out our HARLEM values, both in our community and our world. We believe that Honor, Absolute Determination, Responsibility, Leadership, Excellence, and Mission place value on our individual and collective strengths, talents, and dreams to create an environment of mutual growth and support. We set Community Agreements that allow each of us to show up as our most authentic selves. We hold each other and ourselves accountable for upholding our Community Agreements by celebrating the moments we live up to them and supporting each other in moments we fall short. The examples below are some of the ways in which we as a community live out these values.

We demonstrate Honor by...

- ...accepting the inherent worth of ourselves and others.
- ...treating ourselves and others with dignity and respect.
- ...building strong relationships with one another.

We demonstrate Absolute Determination by...

- ...believing and encouraging ourselves and others.
- ...embracing mistakes as learning opportunities.
- ...taking positive risks as we work towards our goals.

We demonstrate Responsibility by...

- ...creating community agreements that foster a positive school culture.
- ...upholding and reflecting on our agreements to uplift our community.
- ...participating in restorative conversations and circles to honor and rebuild relationships.

We demonstrate Leadership by...

- ...positively influencing ourselves and others.
- ...dreaming of a future that does not yet exist.
- ...promoting personal, family, and community well-being.
- ...identifying solutions for personal and social problems to promote personal, family, and community well-being.

We demonstrate Excellence by...

- ...acknowledging that goals are not static but a moving target.
- ...setting and reflecting on our goals and action plans.
- ...providing and receiving feedback to help us achieve our goals.

We demonstrate Mission by...

- ...celebrating and cultivating the excellence within our community.
- ...raising awareness and dismantling the system of oppression and injustice.
- ...engaging in lifelong learning to develop our authentic self.

Headphones

Scholars must put headphones away prior to entering the building. Headphones must remain away throughout the school day and can be confiscated if visible inside the building. Personal headphones may be allowed during independent work to listen to videos or other media that might support the curriculum, at the direction of the teacher.

Out-of-School Suspension

Out-of-School Suspension is one of the consequences in the *Consequence Hierarchy* and typically lasts between one (1) and five (5) days but, depending on the severity of the act and the number of times this scholar engaged in similar acts, **their** suspension may last longer. A scholar's membership in the school community may be temporarily suspended if **they** demonstrate a repeated or extreme disregard for our **expectations** and regulations stated in the "**Prevention and Intervention Framework**," "HARLEM in Action" and "Discipline" sections of this handbook. Typically, the Director of Student Affairs or Lead Behavioral Intervention Specialist will make a preliminary recommendation for a suspension, with the final authority resting with the Principal.

A scholar's parent(s) or guardian will be informed of the suspension both orally and in writing within 48 hours of the action that led to the suspension. A scholar is guaranteed an explanation of the events or incidents that led to the suspension, and **they are** guaranteed an opportunity to question or challenge this explanation of events or incidents before an objective party.

If a scholar is suspended, then this scholar's parent(s) or guardian is expected to attend a post-suspension meeting with the Director of Student Affairs or Lead Behavioral Intervention Specialist to outline a plan to support this scholar and ensure their future success. This scholar's parent(s) or guardian will be able to attend the meeting via phone call, video call, or in person. They may also request a time outside of school hours if it conflicts with their work schedule.

Prevention and Intervention Framework

As scholars transition to middle school and prepare to attend and succeed in a college preparatory high school, we strive to coach them on how to be leaders of their own academic and social emotional learning. In order to do this, we hold the central beliefs of Restorative Justice in Education around Respect, Dignity, and Mutual Concern. Members of our community create a just and equitable learning environment by nurturing healthy relationships and repairing harm and transforming conflict.¹ This requires that scholars, teachers, and staff feel safe and accepted inside our community. To create this environment, teachers implement a series of strategies and interventions.

- *Preventive Supports:*
 - Scholars practice gratitude and mindfulness during advisory.
 - Scholars engage in social emotional education during advisory focused on building character through the Character Strong curriculum.
 - Scholars regularly participate in informal restorative conversations
 - Scholars build a personal social emotional toolkit to use when needed.
 - Scholars participate in community-building circles
 - Teacher engage in and implement various in class strategies
 - Clear Classroom Expectations, Routines, and Procedures
 - Circulation
 - Calm Redirections
 - Positive Narration
 - Nonverbal prompts
 - Informal Restorative Conversations
 - Flexible Seating
 - Brain Breaks
- *Interventions*
 - Counselor and Teacher Led Peer Mediations
 - Restorative Dialogues (5Ws)
 - Restorative Projects
- *Intensive Interventions*
 - Reintegration Circle
 - Formal Restorative Conference
 - Restorative Circles
 - Grade-Team Led Interventions
 - Formal Restorative Conference with Family

Restorative Practices

St HOPE Leadership Academy is a school committed to restorative practices. Scholars participate in the following proactive restorative practices: Every other Friday, scholars participate in community-building circles, and scholars regularly participate in informal restorative conversations. Scholars may participate in the following reactive restorative practices: circles to repair harm or wrongdoing, restorative conversations to repair harm or wrongdoing, and restorative conferences to repair harm or wrongdoing. Restorative practices are present in our classrooms, our interactions in the hallways, and our disciplinary practices.

Ted Wachtel, President of the International Institute of Restorative Practices, defines restorative practices in the following way: "We view restorative justice as a subset of restorative practices. Restorative justice is reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

¹ Adopted from Katherine Evans & Dorothy Vaandering, *The Little Book of Restorative Justice in Education* (New York, NY, Good Books, 2016), pg 37

A to Z Guide for Scholars & Families

Right to Appeal

A scholar or the scholar's parents/guardians may appeal any response imposed upon a scholar for their school related *offenses*. Appeals must be made first in writing at the school level, and should be directed to the Principal. The Principal or designee will attempt to resolve the appeal with a written response within ten school days. After appeal at the school level, if further appeal is desired, the scholar or their parent/guardian may appeal to the SHLACS Board of Trustees. If any appeal is denied, the scholar, their parent/guardian may place a written rebuttal to the action in the scholar's file.

Student Support Services

St HOPE Leadership Academy is committed to creating an inclusive learning environment that facilitates academic and social success. SHLACS has a team of specialists who are here to help scholars succeed. Support services include:

- English Language Development Program
- Special Education Services
- Counseling
- Academic Interventions

St HOPE Leadership Academy will provide these services for a scholar when deemed necessary to help this scholar succeed in school, and, if applicable, in accordance with a scholar's Individualized Education Plan (IEP).

Suspension

A scholar's membership in the school community may be temporarily suspended if **they** demonstrates a repeated or extreme disregard for our **expectations** and regulations stated in the "**Prevention and Intervention Framework**" and "HARLEM in Action" sections of this handbook. Typically, the Director of Student Affairs or Lead Behavioral Intervention Specialist will make a preliminary recommendation for a suspension, with the final authority resting with the Principal. Suspensions will generally be between one (1) and five (5) days but, depending on the severity of the act and the number of times this scholar engaged in a similar act, **their** suspension may last longer.

A scholar's parent(s) or guardian will be informed of the suspension both orally and in writing within 48 hours of the action that led to the suspension. A scholar is guaranteed an explanation of the events or incidents that led to the suspension, and **they are** guaranteed an opportunity to question or challenge this explanation of events or incidents before an objective party.

If a scholar is suspended, then this scholar's parent(s) or guardian is expected to attend a post-suspension meeting with the Director of Student Affairs or Lead Behavioral Intervention Specialist to outline a plan to support this scholar and ensure their future success. This scholar's parent(s) or guardian will be able to attend the meeting via phone call, video call, or in person. They may also request a time outside of school hours if it conflicts with their work schedule.

Disciplinary Policies for Scholars with Disabilities

Scholars with disabilities sometimes are involved in behavior that may require disciplinary action, such as suspension from school. In the case of minor misbehaviors, there may be little difference between the disciplinary consequences for special education scholars and their general education peers.

St HOPE Leadership Academy will maintain written records of all suspensions and expulsions of scholars with a disability including the name of the scholar, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons.

As per federal law, St HOPE Leadership Academy reserves the right to suspend a scholar with a disability for up to 10 school days or less for violations of school expectations, without parental consent, in accordance with the expectations and procedures set out in this handbook. During this period of time, the school will not provide any IEP services, as it would not provide services to a non-disabled scholar who is similarly suspended.

Scholars with disabilities recommended for suspension beyond 10 school days receive services and additional protections and procedures not available to their general education peers. Upon recommendation for a suspension in excess of 10 school days, the school will immediately notify the scholar's parent/guardian and the local Committee for Special Education, CSE 10, including a copy of the suspension notice sent to the scholar's parent/guardian. Notification to parents will include the procedural safeguards notice. Within 10 school days of the suspension decision, the IEP Team must conduct a manifestation determination review meeting (MDR) to carefully make several judgments regarding the behavior in questions. As a charter school, MDRs for scholars attending St HOPE Leadership Academy are led by the local district representatives at the Committee

for Education 10 (CSE). If the outcome of the MDR is that the behavior was not a manifestation of the scholar's disability, then the IEP Team must determine the educational services the scholar will receive while subject to discipline. If the IEP Team determines that alternative instruction is required, St HOPE will provide alternative instruction through certified general and special education teachers. The alternative instruction will occur during or after the school day at the school, the scholar's home, or the nearest public library and will total a minimum of two hours per day. This alternative instruction will continue for the duration of the time the scholar is suspended.

Scholars with disabilities may be assigned to an interim alternative educational setting for up to 45 school days for special circumstances, including weapons, illegal drugs, or controlled substances violations or when substantial evidence reveals that an injury to the scholar or others is substantially likely to take place if the scholar remains in the current placement.

When a scholar is recommended for an IAES, St HOPE Leadership Academy will work with the Committee on Special Education to convene an IEP Team meeting. The IEP team decides where the setting will be and how the scholar will continue to progress in the general curriculum, receive services needed to meet IEP goals and any services needed to prevent the behavior from recurring. The IAES is paid for by the school and is equivalent to what would be afforded to a general education scholar. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons, illegal drugs, or controlled substances violations or when substantial evidence reveals that an injury to the scholar or others is substantially likely to take place if the scholar remains in the current placement, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and St HOPE Leadership Academy agree otherwise.

Long-Term Suspension and Alternative Instruction

A scholar may be suspended for more than 10 consecutive days (up to 30 days) for special circumstances, including weapons, illegal drugs, or controlled substances violations or when substantial evidence reveals that an injury to the scholar or others is substantially likely to take place if the scholar remains in the current placement. As all of the above special circumstances may be grounds for expulsion, the purpose of the long-term suspension is to determine if expulsion is recommended and to permit adequate time for the expulsion hearing to take place. For any long-term suspension, St HOPE will provide alternative instruction through certified general and special education teachers. The alternative instruction will occur during or after the school day at the school, the scholar's home, or the nearest public library and will total a minimum of two hours per day. This alternative instruction will continue for the duration of the time the scholar is suspended.