



IX. Encouraging Positive Student Behavior, Behavior Intervention, & Discipline

RISE Points

At school and in life, students work as part of teams. We encourage teamwork, positive peer pressure, and group rewards and incentives through our RISE Points system. RISE points help students internalize the importance of working together, supporting their peers, setting short- and long-term goals, and collaborating.

RISE Points Logistics

- At the end of each class period, the teacher gives the class feedback based on how well they worked as a team to uphold core values.
- For each core value that 100% of the class upheld throughout the entire class period, the class gets a point.
 - Each section can earn four points per 50-minute class period (Literature, Writing, History, Math, Science, and Physical Education) and up to 24 points per day.
 - Points are publicly tracked in the classroom on a laminated piece of poster paper with magnets corresponding to each core value.
- One teacher on each grade team is responsible for calculating total RISE points earned each day and each week. This teacher also determines and arranges the weekly RISE Prize for the grade, announced weekly at Community Circle.

Value	Tagline	Evidence
Respect	We respected our team, our teachers, and our community.	<ul style="list-style-type: none"> ● No resets ● Active listening/nonverbal responses to peers ● Clean and organized classroom ● Kindness to peers or teacher
Initiative	We showed zest, urgency and enthusiasm and actively participated.	<ul style="list-style-type: none"> ● 100% of hands up/high participation rates ● Urgency/jump to it during work times ● Enthusiasm/creativity ● Leadership & volunteering
Scholarship	We were professional, academic, and showed that we're college-bound.	<ul style="list-style-type: none"> ● Top-quality work ● Academic language & discussion ● Feedback implementation ● 100% homework completion
Effort	We showed growth mindset, worked our hardest and persevered when things got tough.	<ul style="list-style-type: none"> ● 100% classwork completion ● Optimism/perseverance/growth mindset ● No one earns Effort Academy for lack of effort ● Urgent and purposeful transitions



Scholar Dollar System

Scholar Dollar System Beliefs:

- Consistency of expectations across classes is beneficial for students and allows them to focus on learning
- Students should be frequently rewarded for meeting expectations and doing the right thing
- High-expectations means holding all students accountable for meeting all expectations, all the time
- A demerit is a reminder, not a consequence in itself

System Overview:

- Students receive \$20SD for coming to school on time each day.
- Throughout each day, students can earn merits, +\$2SD, or demerits, -\$2SD. Above and beyond behaviors can earn super merits, +\$5SD, and more severe misbehaviors can earn students Level 2 demerits, -\$5SD.
- Any student who ends the day with fewer than \$15SD earns lunch detention the next day.
- Any student who ends the week with fewer than \$85SD earns Friday detention from 1pm-2:30pm.
- Students who average more than \$85SD each week are qualified to attend monthly Scholar Dollar events and the End of the Year College Trip
- Students can spend scholar dollars at the student store each Friday or at the bi-annual Scholar Dollar Auction
- As part of RISE Packets distributed every Friday, students receive a scholar dollar paycheck that details all the merits and demerits earned for the week. Scholar dollar paychecks need to be signed by parents weekly.

Merits & Demerits:

Core Value	Super Merits +5	Merits +2	Demerits -2	Level 2 Demerits -5 (Please note that these behaviors may also be paired with a referral out of class, depending on severity)
Respect	Respect	<ul style="list-style-type: none"> ● Doing the right thing ● Kindness ● Helping a peer ● Honesty/taking ownership 	<ul style="list-style-type: none"> ● Not meeting voice level expectations ● Unprofessional posture/not tracking ● Poor Transition 	<ul style="list-style-type: none"> ● Disrespect (peers/teachers/property) ● Significant Disruption ● Gum/Candy/Drink
Initiative	Initiative	<ul style="list-style-type: none"> ● Taking a risk ● Strong Participation ● Enthusiasm/Creativity ● Urgency ● Leadership 	<ul style="list-style-type: none"> ● Off task ● Not following directions ● Unprepared 	<ul style="list-style-type: none"> ● Lateness ● Early Dismissal
Scholarship	Scholarship	<ul style="list-style-type: none"> ● Professional homework ● Academic language ● Academic discussion ● Feedback implementation ● Top quality work 	<ul style="list-style-type: none"> ● Missing homework (per assignment) ● Incomplete work ● Unprofessional work ● Calling out 	<ul style="list-style-type: none"> ● Cheating/Plagiarism ● Lack of Academic Integrity ● Passing Notes
Effort	Effort	<ul style="list-style-type: none"> ● Taking ownership ● Perseverance/Resilience ● Organization ● Optimism 	<ul style="list-style-type: none"> ● Low effort ● Disengagement 	<ul style="list-style-type: none"> ● Refusal to work ● Refusing/Ignoring Directions



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Rewards & Incentives

Emblaze Academy believes in rewarding and celebrating students who work hard to do the right thing, make strong choices, and positively contribute to our community. Below are the daily, weekly, monthly, trimester, and annual rewards and incentives students can earn.

When	Reward/Incentive	Behavior	Timeframe
Daily	Merit/ +2 SD or +5SD	Demonstrating Core Values	Immediately
	Electives	Doing all homework and classwork with full effort and completion	Last 40 minutes of the day Monday-Thursday.
	Social Lunch	Earning \$15SD or more each day	During lunch (12pm)
Weekly	RISE Awards	Demonstrating achievement or growth in core values	Bi-weekly at Community Circle
	Academic Awards	Demonstrating achievement or growth in academic content	Bi-weekly at Community Circle
	RISE Prize	Class section with the most RISE points each week	Weekly at Community Circle
	Scholar Dollar Store	Earning scholar dollars	Friday Lunch
	Friday T-Shirt Day	Earning more than \$100SD for the week	Each Friday
Monthly	Scholar Dollar Events	Averaging more than \$100SD in a month	After school 1 Friday each month.
Quarterly/ Trimester	Scholar Dollar Auction	Earning scholar dollars	During Community Circle the last week of trimester 1-2
	Honor Roll	Earning high grades	During Community Circle at the end of each trimester
Annually	End of Year Trip	<10 adjusted absences, avg. SD >85SD each week, teacher recommendation	Last week of the school year. Overnight trip to college campus.
	End of Year Awards	Awards for values & classes	During Community Circle at the last Community Circle of the year

Consequences

At Emblaze Academy, as in life, all actions have both positive and negative consequences. Consequences at Emblaze are explained below.

Tier	Description
Demerit	Students earn demerits (-\$2SD) for small violations of the Code of Conduct including talking during silent time, low effort, and not following directions. Students earn Level 2 demerits (-\$5SD) for more egregious violations of the Code of Conduct such as disrespect to a peer or teacher, or inappropriate reactions.



Lunch Detention	Students who end the day with fewer than \$15 student dollars serve lunch detention the following day. During lunch detention, students lose their social lunch privilege and eat lunch in a silent section of the cafeteria.
Send Out	Students who cause significant disruptions or show disrespect in class or who lose more than \$10SD in one class period earn a Dean’s Referral. Students are sent to the Send Out Room where they reflect on their behavior and conference with the Dean of Students or Behavior Interventionist. Students return to class when they have reflected and are ready to re-enter class. Parents are notified of all Dean’s Referrals.
In Class Reflection (ICR)	Students who earn In-Class Reflection lose their social privileges for the day. These students sit at a desk that is removed from their peers for the entirety of the day. They have access to all of the same content and materials as their peers, but do not engage in group work, projects, or discussions. Students have a tracker that is filled out by each teacher at the end of the period to note their behavior in class. Students who do not demonstrate appropriate behavior during ICR may earn a second day of ICR the following day. All students who earn ICR must prepare an apology for their class.

Behavior Response to Intervention

Emblaze Academy recognizes that some students may have difficulty in adjusting to the School’s expectations for student behavior. Behavior Response to Intervention (RTI) is a system for students who need additional supports.

Behavior RTI Tier 2

Students may be selected by the Grade Team Leader and Dean of School Culture for Behavior RTI Tier 2. Students in Behavior RTI Tier 2 have a parent meeting with the Dean of School Culture, and receive weekly interventions that could include plans for increased parent communication, relationship building, and student investment.

Behavior RTI Tier 3

Students in Behavior RTI Tier 3 are students whose behavior has not improved significantly after 6-7 weeks of Tier 2 interventions and need more targeted supports. For these students, grade teams engage in a root-cause analysis and create an individualized action plan. Students whose behavior does not improve after 6-7 weeks of Tier 3 interventions might qualify for a formalized Functional Behavior assessment (FBA) and Behavior Intervention Plan (BIP).

FBA/BIP

If, after 6-7 weeks of a Behavior RTI Tier 3 intervention, a student’s behavior does not demonstrate improvement, grade teams in consultation with the Special Education Coordinator or Dean of Student Supports might conduct a formal Functional Behavior Assessment (FBA). The FBA is based on behavior data and may include an analysis of the student’s behavior at home and at school, with input from parent and student, as well as teachers. This analysis helps the team to determine the causes, or triggers, that contribute to behaviors that distract from learning. The FBA enables the School to create a more robust intervention plan to support that student.

Behavior RTI Progress Monitoring

All Behavior RTI plans will be formally evaluated each Data Day and decisions will be made to either (1) discontinue or de-scaffold plans because of student success, (2) move a student into a more supportive tier of Behavior RTI, or (3) revise a plan to make it more effective for the student.



Disciplinary Consequences for Violation of the School's Code of Conduct

The following Code of Conduct that lists the behaviors that are specifically prohibited at Emblaze. It also shows the likely consequences of engaging in the prohibited conduct.

Some violations of the Code of Conduct will result in In-School Suspension (ISS) for a student. This means that the student will receive all academic work in special setting outside of the classroom and will not participate in special programs or extra-curricular activities. More serious violations of the Code of Conduct may result in Out-of-School Suspensions (OSS). Before a Student receives an In-School Suspension (ISS) or Out of School Suspension (OSS), the student will have an opportunity to respond to the charge that his/her actions violated the Code of Conduct. The procedures for assuring an opportunity for such response are described below.

Offense	Consequence
Language	
Low-level curses or crude exclamations/phrases: damn, goddamn, hell, pissed, b.s. or bull, or any other word, phrase or acronym at similar level (not directed at someone)	Support Needed + Parent Phone Call
Low-level curses or crude exclamations/phrases: damn, goddamn, hell, pissed, b.s. or bull, or any other word, phrase or acronym at similar level (directed at someone)	Support Needed + Parent Phone Call
High-level curses articulated verbally or visually: shit, fuck, asshole, bitch, motherfucker, sexual comments (slut, whore, thot) (not directed at someone - i.e. in surprise, or in pain, including Spanish and all other languages)	Support Needed + Parent Phone Call + Counseling Referral
High-level curses articulated verbally or visually: shit, fuck, asshole, bitch, motherfucker, sexual comments (slut, whore, thot), (directed at a peer - or about someone as conveyed to another scholar or staff member)	(OSS) + Parent Phone Call + Counseling Referral
High-level curses articulated verbally or visually: shit, fuck, asshole, bitch, motherfucker (directed at an adult - or about someone as conveyed to another scholar or staff member)	(OSS) + Parent Phone Call + Counseling Referral
High-level curses articulated verbally or visually: anything racially or ethnically derogatory (not directed or directed at someone)	(OSS) + Parent Phone Call + Counseling Referral
Physical Contact (Fighting) - same consequences apply at school and in transit to/from school	
Play fighting (intent not aggressive)	Support Needed + Parent Phone Call
Horse playing (Leading up to injuries)	Support Needed + (OSS) + Parent phone Call
Orchestrating a fight that escalates to physical fight	Support Needed + (ISS) + Parent Meeting + Counseling Referral
Self-defense in a fight	(ISS) + Parent Phone Call/Meeting + Counseling Referral



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Attempted fighting (like swinging without connecting, or attempting to shove, getting in someone's face etc.)	(ISS) + Parent Phone Call + Counseling Referral
Minimal aggressive physical contact with another student in an aggressive manner or in a frustrating response (i.e. shoving)	(ISS) + Parent Phone Call
Major aggressive physical contact with another student (i.e. punching or kicking (and connecting)	(OSS) + Parent Phone Call/Meeting + Counseling Referral
Major aggressive physical contact escalating to a fight with another student (multiple back-and-forths, or a back-and-forth that requires aggressive intervention to break-up)	(OSS) + Parent Phone Call/Meeting + Counseling Referral
Aggressive physical contact with an adult (i.e. shove, push past, trying to walk through teacher)	(OSS) (Director Discretion) + Parent Phone Call/Meeting with Co-HOS
Major aggressive physical contact with an adult (i.e. punching, kicking, etc.)	(OSS) + Parent Phone Call + Disciplinary hearing
Bullying/Threatening	
Intentional mocking or derision of an adult (tone, words, actions or ideas intended to hurt)	Support Needed + Parent Phone Call
Low-level name calling or bullying of students, written or spoken (fat, ugly etc.)	Support Needed + Parent Phone Call
High-level name calling or bullying of students, written or spoken (slut, whore, thot, asshole, bitch, motherfucker, spreading rumors of student having covid, etc.)	(OSS) + Parent Phone Call/Meeting + Counseling Referral
High-level name calling of staff , written or spoken (slut, whore, thot, asshole, bitch, motherfucker etc.)	(OSS) + Parent Phone Call + Counseling Referral
Abusive Language (arguing back and forth with a peer and/or adult intentionally)	Support Needed + Parent Phone Call/Meeting + Counseling Referral
Hate Speech , written or spoken homophobic, racial slur or religious.	(OSS) + Parent Phone Call/Meeting + Counseling Referral
Low-level cyber-bullying (going out of one's way to be rude, disrespectful, or otherwise purposefully negative via text, facebook, email, skype, etc.)	(ISS) + Parent Phone Call + Tech Reflect Form + Counseling Referral
High-level cyber-bullying (repeated or extreme instances of going out of one's way to be malicious via text, facebook, email, skype, etc.)	(OSS) + Parent Phone Call/Meeting + Tech Reflect Form + Counseling Referral
Cyber-bullying involving staff	(OSS) + Parent Phone Call/Meeting + Tech Reflect Form + Counseling Referral
Threatening low-level harm to student (includes threats of low-level actions like pinching or pushing, as well as vague yet aggressive statements like, "See what happens" or "I'll make you wish you hadn't done that" or damage to property)	(ISS) + Parent Phone Call + Mandatory Counseling
Threatening serious harm to another scholar (includes threats of high-level actions like hitting, punching, kicking, puncture, as well as statements like "say I won't cough or sneeze on you right now.")	Mobile Crisis + (OSS) + Parent Phone Call/Meeting + Mandatory Counseling



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<i>Threatening an adult</i>	Mobile Crisis + (OSS) + Parent Phone Call/Meeting + Mandatory Counseling
<i>Threatening to kill teacher</i>	Mobile Crisis + (OSS) + Disciplinary Hearing + Mandatory Counseling + Re-entry Meeting
<i>Threatening to cause mass harm</i> (blow up school, "kill everyone", etc.)	Mobile Crisis + OSS + disciplinary hearing + Mandatory Counseling + Re-entry Meeting
Sexually Physical Contact	
<i>Inappropriate sexual comments to or about a teacher</i>	(OSS) + Parent Phone Call/Meeting with Co-head of school + Mandatory Counseling
<i>Inappropriate physical contact with a teacher</i>	(OSS) + Parent Phone Call/Meeting with Co-head of school + Mandatory Counseling
<i>Kissing</i> or actions like kissing (hickies) at or around school	(OSS) + Parent Phone Call/Meeting
<i>Prolonged kissing</i> ("making out") at or around school	(OSS) + Parent Phone Call/Meeting
<i>Inappropriate sexual contact</i> at or around school	(OSS) + Parent Phone Call + Counseling Referral
<i>Inappropriate sexual behavior</i> at or around school	(OSS) + Parent Phone Call + Counseling Referral
Repeated Low-Level Behaviors	
3 strikes in support needed or detention	(ISS)
<i>Repeated insubordination with school leadership</i> (student has been removed, given one-on-one attention from leadership, three strikes and continues still)	(OSS) + Parent Phone Call + Counseling Referral
1 Support Needed	Parent Phone Call
2 Support Needed in a day	ICR + Parent Phone call
3+ Support Needed in a day	(ISS) + Parent Phone Call
Theft	
<i>Low-level theft</i> (pen, pencil, IR journal etc.) and admits to stealing from a peer	ICR + Parent Phone Call
<i>Low-level theft</i> (pen, pencil, IR journal etc.) and admits to stealing from staff	ISS + Parent Phone Call
<i>High-level theft</i> (cell phone, jacket, ipod, jewelry, etc.) and admits to the theft	(OSS) + Parent Phone Call
<i>High-level theft</i> (cell phone, jacket, ipod, jewelry, etc.) and does not admit to the theft	(OSS) + Parent Phone Call
Graffiti	



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Non-permanent graffiti (can be easily erased and does not include vulgar language)	ICR + community service
Permanent graffiti (does not include vulgar language)	(ISS) + Parent Phone Call + Community Service
Permanent vulgar graffiti	(OSS) + Parent Phone Call + Community Service
Permanent hate speech graffiti	(OSS) + Parent Phone Call/Meeting + Community Service
Contraband	
Possession of medication	Confiscation + Parent Phone Call
Distribution of medication	(OSS) + Parent Phone Call/Meeting
Non-threatening contraband at school (stink bombs, poppers (not the narcotics), etc.)	(ISS) + Parent Phone Call
Dangerous contraband at school (smoke bombs, fire crackers, etc.)	(OSS) + Parent Phone Call/Meeting
Using non-threatening contraband at school	(OSS) + Parent Phone Call/Meeting
Using dangerous contraband at school	(OSS) + Parent Phone Call/Meeting
Throwing Items	
Throwing items (pencils, pens, classroom materials, weapon like objects, etc.)	Support Needed + Parent Phone Call
Aggressively throwing items at another student	(OSS) + Parent Phone Call/Meeting
Aggressively throwing items at a teacher	(OSS) + Parent Phone Call/Meeting
Weapon-Like Items	
Drawing violent imagery , including guns and bullets	Support Needed + Counselor's Referral
Bringing non-realistic guns or weapons to school (water gun, paper gun, etc.)	Support Needed + Parent Phone Call/Meeting
Pointing non-realistic guns at another student (water gun, paper gun, hands made to look like a gun etc.)	(ISS) + Parent Phone Call + Counselor Referral
Realistic toy gun at school	(OSS) + Parent Phone Call/Meeting + Mandatory Counseling
Drawing violent imagery of others (students or staff members) in varying states of peril	(OSS) + Parent Phone Call/Meeting + Psych Evaluation
Drugs or Alcohol	
Any drugs or alcohol on school premises	Mandatory Counseling + Disciplinary Hearing and/or Expulsion



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<i>Selling or trading any drugs or alcohol on school premises</i>	
<i>Buying any drugs or alcohol on school premises</i>	
<i>Using any drugs or alcohol on school premises, even if brought by others</i>	
<i>Attending school intoxicated by any drugs or alcohol</i>	
Weapons	
<i>Bringing a weapon to school</i>	Disciplinary Hearing/Expulsion
<i>Showing a weapon to others at or around school</i>	
<i>Selling or buying a weapon at or around school</i>	
<i>Using a weapon as a threat to anyone at or around school (or to anyone from our school off of school premises)</i>	
<i>Having an item that could be used as a weapon at school</i>	(OSS) + Parent Phone Call/Meeting
Class Infractions	
<i>Skipping Class (In person)</i>	(ISS) + Parent Phone Call
<i>Skipping Class (Remotely)</i>	Parent Phone Call
<i>Walking out of class without permission</i>	(ISS) + Parent Phone Call
Technology Infractions	
<i>Cell phones/Apple watches in class</i>	Support Needed + Confiscation + Parent Phone Call. After 2 nd incident, parent must pick up the device from the Directors Office.
<i>Misuse of Chromebooks (taking inappropriate pictures/videos)</i>	(OSS) + Parent Phone Call + (Dean discretion)
<i>Visiting non school related or restricted websites</i>	ICR (if repeated, will become ISS)
<i>Visiting sexual, violent, or inappropriate websites</i>	(OSS) + Counseling Referral
<i>Misuse of Chromebooks (taking inappropriate pictures/videos involving staff)</i>	(OSS) + Parent + Mandatory Counseling
<i>(Low level) Logging into another student's account (No intentions of impersonating another student or going out of one's way to be malicious and damage their character or reputation.)</i>	Support Needed + (ISS) + Parent Phone Call
<i>(High Level) Logging into another student's account (impersonating another student, going out of one's way to be malicious and damage their character or reputation.)</i>	Support Needed + OSS + Parent Phone Call + Mandatory Counseling
<i>Low level inappropriate emails to students (joking around, no intentions to be malicious, off task behavior.)</i>	Support Needed + Parent Phone Call + ICR



High level inappropriate emails to students (sexually explicit, violent, harassing, threatening, etc.)	Support Needed + Parent Phone Call + OSS (Dean Discretion)
Low level Inappropriate emails to staff/off task (joking around, no intentions to be malicious, off task behavior.)	Support Needed + Parent Phone Call
High level inappropriate emails to staff (sexually explicit, violent, harassing, threatening, etc.)	Support Needed + Parent Phone Call + OSS + Mandatory Counseling
Intentionally damaging chromebooks	Refer to the contract with operations

Pre-Suspension Procedures

Before a School Suspension is imposed, the following Procedures will be followed:

Short-term In-School Suspension (ISS) or Out of School Suspension (OSS): 10 days or Fewer

The Head of School will arrange for a preliminary investigation of reported misconduct, will notify the student of the allegations, and will provide the student with an opportunity to respond. The Co-Heads of School will also notify parents by telephone and in writing and will invite them to an immediate informal conference. If the student’s presence in school presents a continuing danger or an ongoing threat of disruption, the suspension will be effective immediately.

During an in-school suspension, a student will remain in school for the entire day but will complete classwork outside of the classroom. During an out of school suspension, the student will receive a minimum of two hours of instruction on school premises after regular school hours or in an alternative setting.

Long-term Suspensions (More than 10 days) and Expulsions

Before a student is excluded from school for more than ten days, the student will have an opportunity to present evidence at a formal disciplinary hearing before an Impartial Hearing Officer designated by the Head of School. After a Hearing Officer is appointed, the Head of School will contact the parent to schedule the hearing. If the student has an IEP, a Dean will also write to the Committee on Special Education (CSE) to request a Manifestation Determination Review (MDR). The purpose of the MDR is to determine whether the conduct that is the subject of the hearing is closely related to the student’s need for special education.

At the hearing, the student will be accompanied by a parent and will have the right to be represented by an advocate or counsel. Both the student and the school will have the opportunity to present evidence and witnesses and to cross-examine each other’s witnesses. The Hearing Officer will first determine, based on the evidence presented, whether or not the student is guilty of the charges. If the student is found guilty of at least one charge, the Hearing Officer will consider the student’s academic and disciplinary record and any findings of the Committee on Special Education with respect to a connection between the conduct and a student’s disability. Parents and student will also have an opportunity to present additional information, which may be relevant to the disposition. The hearing officer will make a recommendation regarding the penalty.

The recommendation of the Hearing Officer will be referred for review to the Board of Trustees, which will make the final decision. The Board of Trustees will review the record of the hearing and will also provide the parent and student with an opportunity to present a written statement. The determination of the Board of Trustees will be final.



Students with Special Needs

Students who have special needs have the same rights and responsibilities as other students and may receive consequences for the same misbehaviors. However, students with disabilities have additional protections guaranteed by federal and state laws.

If Emblaze is considering a suspension in excess of ten consecutive days or a short-term suspension which may bring the total number of days of suspension during a school year to more than ten, the School will refer students with IEP's to the Committee on Special Education for a Manifestation Determination Review (an MDR) for consideration of whether the behavior that is the subject of the disciplinary proceeding is a "Manifestation" of the student's disability. A student who receives 504 accommodations for an educational disability is also entitled to this protection. The Section 504 Team within the School will review the student's evaluations and Section 504 plan and will determine whether or not the conduct which is the subject of the disciplinary proceeding is connected to the student's disability.

If the CSE's MDR Team or the School's 504 Team finds that the conduct which is the subject of the disciplinary review is a "manifestation" of the student's disability, the student will return to class, and the School and the CSE or Section 504 Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

If, upon review, the CSE's MDR team or the School's Section 504 Team determines that the student's conduct was not a result of his/her disability, then the student may be disciplined in the same manner as a student without a disability. Parents may request an impartial review to challenge the CSE's manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

Protections for Children Not Yet Eligible for Special Education and Related Services

A student who does not have an IEP or a 504 Plan may claim any of the protections given under federal law to students with disabilities if, before the behavior that led to the disciplinary proceeding occurred, the parent of the student had requested that the student be evaluated or expressed concern about the student's possible need for special education services, or if School officials had expressed concerns about the student's pattern of behavior.

Restraint

Emblaze Academy Charter School maintains a strict Code of Conduct and clear disciplinary procedures. Corporal punishment of pupils is prohibited, but School personnel can use reasonable force as is necessary to protect themselves from physical injury, to protect the pupil, another pupil or teacher or any other person from physical injury, or to restrain a pupil whose behavior is interfering with the orderly operation of the school, provided that alternative procedures and methods not involving the use of physical intervention cannot be employed. An incident report will be prepared in any instance in which restraint is used and parents will be notified.

Appeal of Consequences

Families who wish to appeal consequences assigned by Emblaze Academy staff members can appeal consequences in writing or in person by following the below steps. All appeals should follow the below steps.

- **Director of School Culture:** Families can call, email, or schedule a meeting with the Director of School Culture to discuss a consequence that has been assigned or served. This should always be a family's first step if they have questions or concerns about a consequence.



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- Ms. Turner, sturner@emblazeacademy.org
- **Co-Heads of School:** If an issue cannot be resolved with the Director of School Culture, families can call, email, or schedule a meeting with the Co-Heads of School to discuss a consequence that has been assigned or served.
 - Ms. Hinton, shinton@emblazeacademy.org
 - Ms. Rojas, rojas@emblazeacademy.org
- **Board of Trustees:** The decision of the Co-Heads of School with respect to a disciplinary consequence will be reviewed by the Board of Trustees upon the submission of a complaint to the Board of Trustees as described above. The Board of Trustees will issue a written response to the appeal within thirty (30) days of receiving the appeal.
 - Board of Trustees, board2021@emblazeacademy.org