

PHAROS ACADEMIES

CODE OF CONDUCT



RESTORATIVE
PRACTICES



CONSEQUENCES



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PARENT
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PHAROS ACADEMY

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PHAROS ACADEMY CODE OF CONDUCT (2025 -2026)

Anchoring Deep. Leading as Light.

At Pharos Academy, our motto: Anchor Deep and Lead as Light, is more than words on a banner. It is the way we live, learn, and lead every day. A lighthouse stands firm in every storm, guiding others toward safety and success. In the same way, a Pharos scholar is rooted in strong character and shines in both action and attitude.

Anchoring Deep means holding steady in who you are and what you stand for. It means staying focused on learning, resisting distractions, and responding to challenges with calm and thoughtfulness rather than impulse or emotion. When you anchor deep, you set your foundation in self-control, perseverance, and purpose.

Leading as Light means using your presence and your actions to guide, inspire, and help others. It is choosing positivity over negativity, kindness over criticism, and solutions over complaints. Leaders as light lift others up, work together to solve problems, and spread a sense of hope and possibility.

Our Habits of Scholars connect directly to how we behave:

- Critical and Creative Thinking – We pause before reacting, think through challenges, and explore new solutions.
- Community – We treat others with respect, care, and empathy, knowing our actions affect everyone around us.
- Commitment – We follow through on our responsibilities, give our best effort, and hold firm on our values even when things are hard.
- Communication – We speak and listen with purpose, clarity, and respect, ensuring our words build rather than break.

Being a Pharos Scholar means carrying both the anchor and the light. You stand firm in your values, focused on your goals, while also guiding, helping, and inspiring those around you.

Our Code of Conduct is built to help every scholar live out this balance of being grounded in strength and shining in leadership. It is only together that we create a school that is safe, respectful, and ready for the future.

When you walk into our school each day, you are not just coming to class. You are stepping into the role of a Lighthouse- deep in focus and character, leading as light for yourself, your peers, and your community.

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Jurisdiction of School Discipline

These disciplinary procedures apply to conduct that takes place on school property, during school-sponsored activities, and while traveling to or from school, including on school buses. In addition, the school may address behavior that happens off campus—such as on social media—if it threatens the safety or well-being of students, staff, or school property, or if it is reasonably likely to interfere with the learning environment and/or cause a significant disruption to school operations.

Participation in Extracurricular Activities

To participate in extracurricular activities (including athletic programs), students must adhere to school rules and applicable law. It is important for students to understand that the behavioral expectations placed upon them by the school can extend beyond the classroom and school campus. Participation in extracurricular activities is a privilege. The school administration may restrict a student's extracurricular activity privileges in connection with poor attendance, repeated tardiness, and/or disciplinary action administered or when in the judgment and discretion of the administration such restrictions are in the best interest of the student or the school.

Search and Seizure Policy

At Pharos Academy, we believe that maintaining a safe, respectful, and focused learning environment sometimes requires school staff to ask questions, gather information, or check personal and school property. While we hold students accountable for their actions, we also commit to handling these processes in a manner that preserves dignity, respects privacy when possible, and upholds everyone's safety.

A. Student Interviews

School staff may speak with students and/or collect written or verbal statements regarding actual or suspected violations of the Code of Conduct. These conversations may take place without prior consent or presence of a parent or guardian unless required by law. Our goal is to gather information calmly, respectfully, and in a way that supports the student's voice being heard.

B. Searches of School Property

Students should understand that lockers, cubbies, desks, and other school-assigned storage areas remain school property. Because the school retains authority over these spaces, they may be opened and inspected by school officials at any time. These inspections will be conducted discreetly and only when there is a school-related need.

C. Searches of Students and Personal Belongings

The Executive Director or the ED designee may search a student or their belongings when there is reasonable suspicion that the search will reveal evidence of a violation of the law, the Code of Conduct, or a threat to the safety and well-being of students, staff, or others in the school community.

- **Minimally Intrusive Checks:** For example, the ED designee with a legitimate safety or investigative reason may touch the outside of a backpack or bag to check for prohibited items.
- **Information from Reliable Sources:** A search may be based on information from a source the school official reasonably believes to be reliable.

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- **More Intensive Searches:** If there is strong reason to believe that serious threats such as drugs or weapons are involved, a more thorough search of the student's belongings or person may be conducted.

Whenever possible, before conducting a search, the school official will:

1. Ask the student to voluntarily confirm if they have the prohibited or dangerous item.
2. Request the student's consent for the search.

All searches will be:

- Limited in scope to finding the specific evidence sought.
- Conducted in private when possible, ideally in an administrative office.
- Carried out with at least one additional adult present.
- Done in the presence of the student whenever their belongings are examined.

By following these guidelines, we ensure that all safety measures are taken with respect and professionalism, reinforcing our belief in discipline with dignity.

Dignity for All Students Act (DASA) Policy

At Pharos Academy, we believe that every member of our school community deserves to learn, work, and interact in an environment that is safe, respectful, and free from harm. In accordance with New York State's Dignity for All Students Act (DASA), we are committed to promoting respect, dignity, and equality for all students, staff, volunteers, and visitors.

We strictly prohibit all forms of bullying, harassment, discrimination, or intimidation based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or sex. This protection extends to both students and adults in our community.

Our Commitments Under DASA

- **Safe Environment:** Maintain a school culture where everyone feels physically, emotionally, and socially safe.
- **Respect for All:** Model and expect respectful language, behavior, and interactions.
- **Reporting and Response:** Provide clear ways for students, families, and staff to report incidents without fear of retaliation, and respond promptly and appropriately to every report.
- **Education and Prevention:** Integrate lessons, activities, and discussions that promote empathy, cultural understanding, and conflict resolution into our school programs.
- **Support for Targets and Education for Offenders:** Ensure that those who experience bullying or harassment receive support and that those who cause harm are given opportunities to learn, make amends, and change their behavior.

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When DASA Applies

This policy applies to all school property, school-sponsored events (on or off campus), transportation to and from school, and any off-campus conduct (including online activity) that creates or is likely to create a hostile school environment or substantially disrupts the educational process.

Discipline for students with Special Needs (Students with Disabilities)

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. Discipline of a student with a disability (whether the disability has been formally identified by a Committee on Special Education or is simply suspected) will be consistent with federal and state laws and may be adjusted to reflect individual needs.

In the case of a student with an IEP or a student who receives 504 accommodations, Pharos Academy will ensure that it makes the necessary adjustments to comply with the mandates of state and federal law, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding the discipline of students with disabilities. Prior to recommending a suspension for more than ten consecutive days (or a series of short-term suspensions adding up to more than ten days) for a student with a Section 504 Plan, the Principal/Designee will convene a review committee within the school to determine: whether the student's misconduct was a manifestation of their disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 plan.

If the student has an IEP, the Committee on Special Education (CSE) will be asked to conduct this review. If the school's review committee or the CSE determines that: (a) the student's misconduct was not a manifestation of their disability, (b) the student was appropriately placed and received appropriate services at the time of the misconduct, and (c) that appropriate behavior intervention strategies were in effect and consistent with the student's IEP, then the student may be disciplined in accordance with Pharos Academy's Code of Conduct.

Seclusion and Restraint Policy

At Pharos Academy, the safety and well-being of every student is our highest priority. Physical restraint will only be used in emergency situations when a student is at imminent risk of causing harm to themselves or others and is not responding to less intensive interventions, such as verbal directions or other de-escalation techniques.

Seclusion, the involuntary confinement of a student alone in a room or area, is not used at our school as a form of discipline or punishment. Likewise, restraint is never used as a disciplinary measure.

If a restraint is required for safety reasons:

- It will be implemented only by trained staff and for the shortest time necessary to ensure safety.
- Families or guardians will be notified as soon as possible during or after the incident.
- The communication will include a clear explanation of what happened, why restraint was used, and what steps were taken before and after to support the student.

In situations where there is a risk of significant harm, the school may also contact crisis services or other appropriate outside supports to ensure the safety and care of all involved.

Our goal is always to prevent the need for physical restraint through proactive strategies, relationship-building, and effective de-escalation, in line with our belief in discipline with dignity.

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Consequences

At Pharos Academy, consequences are designed not just to address misbehavior, but to teach, repair, and restore. Our goal is to ensure that the school environment remains safe, equitable, respectful, and supportive for every member of our community, while helping students learn from their actions and strengthen their decision-making skills.

When determining an appropriate response, school staff will consider:

1. The type and severity of the behavior and its impact on others.
2. The harm or potential harm caused — including disruption to learning, physical harm, emotional harm, or damage to property.
3. The student's prior disciplinary and academic history.
4. The student's age and developmental stage.
5. Opportunities for deterrence and learning so the behavior is less likely to occur again.
6. The student's honesty, cooperation, and willingness to take responsibility when addressing the incident.
7. The ongoing safety and well-being of all students, staff, and school property.

Whenever possible, we use restorative approaches that focus on repairing harm, rebuilding trust, and helping students reflect on and improve their choices. This may include conflict resolution, restorative circles, mediation, reflective assignments, or community service — alongside or instead of more traditional disciplinary measures.

The school reserves the right to adapt or create alternative approaches to discipline when it is in the best interest of our students, staff, and community. In urgent situations, immediate action may be taken to protect safety, with a restorative follow-up to ensure learning and repair take place.

Restorative Practices

Restorative practices are not a way to avoid consequences: they are a way to address the harm caused, hold students accountable, and build the skills needed to make better choices in the future. Restorative approaches require active participation, honest reflection, and meaningful follow-through from students.

Depending on the situation, restorative measures may be used alongside traditional consequences (such as loss of privileges or suspension) or instead of them when they are the most effective way to resolve the issue. The goal is not just to punish misbehavior, but to repair relationships, restore trust, and prevent future harm—ensuring that accountability is paired with personal growth.

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Disciplinary Responses (Consequences and Restorative Approaches)

Range of Consequences	Range of Restorative Approaches
Dean-Parent Phone Call	Peer Problem Solving Meeting
Dean-Parent Meeting	Teacher-Student Problem Solving Meeting
Principal-Parent Phone Call	Supportive Counseling
Principal-Parent Meeting	Collaborative Problem-solving Meeting
Removal from Extracurricular Activities	Restorative Circle
Class Removal (1 -3 days)	Student-led Restorative Project
Behavior Probation	Youth Court
Short-term In School Suspension (1-5 days)	Community Service with Reflection
Short-term Out of School Suspension (1 -10 days)	Restorative Conference with Affected Parties
Long-term Out of School Suspension (11-20 days)	Re-Entry Restorative Circle
Expulsion	Family & Victim Restorative Conference

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Infraction Levels

To ensure fairness and clarity, behaviors that violate school rules are categorized into levels of infractions based on their seriousness, impact on others, and potential harm.

Each infraction level outlines:

- A clear definition of the type of behavior.
- Possible disciplinary responses, which may range from restorative conversations and loss of privileges to suspension, depending on the severity and frequency of the behavior.
- Examples of specific actions that fit within the level.

This structure helps students, families, and staff understand how certain actions are addressed and ensures that responses are:

- Proportionate to the severity of the incident.
- Consistent across situations and grade levels.
- Restorative approach, whenever possible, so that students have an opportunity to reflect, repair harm, and make better choices in the future.

While each level lists examples of infractions, the school may consider the context and circumstances of each situation (including intent, impact, and the student's history) before determining a response.

Repeated behaviors may result in moving to a higher level of consequence.

Infraction Level	Description	Range of Disciplinary Responses
Classroom-Related	Issues that occur primarily in the classroom and interfere with teaching and learning.	Teacher call home to Classroom Removal (1-3) days
Level 1: Uncooperative/Noncompliant Behavior	Minor, low-impact actions that show unwillingness to follow directions or meet basic expectations, but do not significantly disrupt others.	Teacher-Student Problem Solving Meeting) to classroom removal (1-3) days
Level 2: Disorderly Behavior	Disruptive actions that go beyond simple noncompliance and interfere with the order, values, or routines of the school community, but do not pose a safety risk.	Collaborative Problem Solving (Root Cause Meeting) to Short-term suspension
Level 3: Disruptive Behavior	Behaviors that actively interrupt or interfere with the learning of others, school operations, or activities, and may escalate if not addressed.	Collaborative Problem Solving (Root Cause Meeting) to Short-term Suspension
Level 4: Aggressive or Dangerous Behavior	Serious actions that cause or could cause physical or emotional harm, or that create a clear risk to the safety and well-being of others.	Short-Term Suspension to Expulsion
Level 5: Seriously Dangerous or Violent Behavior	Severe, illegal, or violent actions that cause or are highly likely to cause significant injury, trauma, or serious disruption to the school environment.	Long-Term Suspension to Expulsion

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Infractions by Level (Not an Exhaustive List)

The infractions listed in the table do not represent an exhaustive list. The Executive Director can determine that other student actions/ behaviors warrant a disciplinary response up to long-term suspension and/or expulsion.

Infraction Level	Infractions
Level 1: Uncooperative/Noncompliant Behavior	A. Not wearing uniform B. Tardiness C. Bringing harmless but prohibited items D. Minor classroom disruptions E. Rude or disrespectful behavior F. Dress code violations G. Unauthorized posting/distributing material H. Using school equipment without permission
Level 2: Disorderly Behavior	A. Gambling B. Profanity, vulgar language/gestures C. Lying or giving false information D. Disrupting school bus behavior E. Inappropriate tech use (general) F. Cutting class or skipping assigned area G. Repeated Level 1 behavior (5+ same incident)
Level 3: Disruptive Behavior	A. Defiance and insubordination B. Unauthorized school entry C. Slurs targeting identity or background D. Minor physical altercations with peers E. Gang-related behavior F. Vandalism or graffiti G. Threatening to take property H. Theft without force I. Possession of stolen property J. Libelous or defamatory materials/posts K. Leaving school grounds without permission L. Vaping or smoking (cigarettes, vape) M. Repeated Level 2 behavior (5+ same incident)
Level 4: Aggressive or Dangerous Behavior	1. Physical aggression causing or risking major injury 2. Threats, coercion, or instigating violence 3. Harassment, bullying, or intimidation (incl. cyber) 4. Sexual misconduct (verbal, physical, or forced) 5. Possessing, using, or distributing drugs/alcohol 6. Possessing or using weapons 7. Arson or bomb threats 8. Gang-related threats or violence 9. Riot planning or participation 10. Serious harm to staff or students 11. Robbery using or threatening force 12. Unauthorized visitors 13. Dangerous/reckless behavior (e.g., throwing dangerous items) 14. Disruptive conduct causing injury 15. Threatening/obscene materials or posts 16. Inappropriate tech use (bathrooms/locker rooms) 17. Repeated Level 3 behavior (5+ incidents)
Level 5: Seriously Dangerous or Violent Behavior	A. Threatening or using force to take property B. Inflicting or using extreme force causing serious injury C. Group violence D. Gang-related threats or dangerous behavior E. Engaging in physically aggressive sexual behavior F. Attempting injury with a weapon G. Attempting injury with a weapon against school personnel or others H. Repeated Level 3 behavior (5+ incidents)

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Classroom-Related Infractions

Infraction Level	Infractions
Classroom-Related	• Arguing with teacher (non-threatening) • Persistent Horseplay or joking disrupting class • Persistent lateness to class • Persistent sleeping in class • Throwing non-harmful objects • Leaving class without permission • Using cellphone or internet enabled device in class.

Pharos Academy Discipline Procedures

1. Investigation Begins

- The school investigates the reported infraction promptly.
- Investigations may include:
 - Reviewing security or classroom video footage
 - Collecting witness statements from students and staff
 - Gathering teacher reports and relevant documentation

2. Notification of Involvement

- Parents/guardians are informed that their child may be involved in an incident under investigation.

3. Evidence Review by Principal

- The principal reviews all gathered evidence, statements, and supporting information.
- The evidence is evaluated for accuracy, credibility, and relevance to the reported incident.

4. Determination & Infraction Coding

- Based on the evidence, the principal determines whether a school infraction occurred.
- The infraction is coded according to the school's Code of Conduct and NYC DOE/charter guidelines.

5. Decision on Consequences or Restorative Approach

- The principal decides on an appropriate response, which may include:
 - Traditional consequences (e.g., loss of privileges, suspension)
 - Restorative approaches (e.g., mediation, restorative circle, community service)
 - A combination of both, depending on the situation.

6. Parent & Student Notification

- Parents/guardians and the student are formally notified of:

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- The investigation's findings
- The infraction code and description
- The determined consequence(s) or restorative action(s)
- This notification may be in writing, by phone, or during an in-person meeting, depending on the severity of the incident.

7. Implementation & Documentation

- Consequences or restorative measures are implemented immediately or within a set timeline.
- The incident and outcome are documented in the school's student information system for recordkeeping.

Long-Term Suspensions and Expulsions For Serious Offenses

To maintain a safe learning environment, there will be zero tolerance for weapons and gang/group - related violence at the school. Students who violate this Code of Conduct shall be immediately removed from school and disciplined as appropriate.

This includes but is not limited to any of the following offenses:

- A. Conviction or adjudication of delinquency for possession of a deadly weapon, or for committing a crime while in possession of a deadly weapon, on any school grounds, on traveling to or from school, including on a school bus, or at a school-sponsored function.
- B. Possession of a firearm on any school grounds, on a school bus or at any school sponsored function
- C. Assault with (or without) a weapon upon a student, teacher, administrator, other employee, or board member on any school grounds, traveling to or from school, including on a school bus, or at any school-sponsored function.
- D. Gang or group related violence or assault upon a student, teacher, administrator, other employee, or board member on any school grounds, traveling to or from school, including on a school bus, or at any school-sponsored function.

This policy will be interpreted as broadly as necessary to ensure a safe environment for our students and staff.

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Short Term In-School Suspension or Short-Term Suspension from School (10 Days or Less)

This section outlines the procedures for assigning and appealing short term in-school suspensions or short-term out-of-school suspensions lasting ten days or less.

Suspension Steps	Details
Decision to Suspend	The Executive Director, Principal or their designee (Suspending Authority, such as a Dean of Students) may assign: - In-school suspension - Short-term out-of-school suspension (ten days or less)
Notification of Suspension	The Suspending Authority will notify: 1. The student: inform of the infraction(s) and allow the student to share their side. 2. The family/guardian: by telephone/digital conference or in writing. The family/guardian will be offered an informal conference.
Immediate Removal	A student may be removed immediately if, in the Suspending Authority's discretion: - The student's presence poses a danger to persons or property, OR - Risks disruption of the academic process.
Informal Conference	Purpose: - Discuss the circumstances leading to the suspension. - Explore proactive steps to prevent recurrence. Format: In person, digital video conference, or by phone, provided in the family's dominant language/mode of communication. Timing: As soon as reasonably practicable after the suspension.
Appeal Process	Families/guardians contesting the suspension may file a written appeal (max 3 pages) to the Board of Trustees via the Principal. Within 5 business days of the suspension decision OR the informal conference. The suspension remains in place during the appeal process.
Appeal Review	The appeal will be reviewed by the Board's designee If the appeal is upheld: - Served suspension is expunged from records. - Remaining suspension is nullified. Decision will be communicated promptly in writing to the family/guardian.

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Long Term In-School Suspension, Long Term Suspension (More than 10 Days), and Expulsion Policy

Pharos Academy follows a formal due process for suspensions lasting more than 10 days and for expulsion. The goal is to ensure safety while protecting the rights of students and families.

Step	Action
1. Immediate Removal (if needed)	The Executive Director may remove the student from class/school immediately if they pose a danger to people/property or threaten disruption to the academic process.
2. Written Notice	Families receive written notice of the charges, the proposed penalty, and the right to a hearing within 10 days (unless they agree to postpone). Notice will be in the family's primary language.
3. Telephone Notification	Where possible, the school will also notify the family by phone.
4. Short-Term Suspension Pending Hearing	The student will serve a short-term suspension until the hearing takes place.
5. Hearing Rights	At the hearing, the student may: • Be represented by a lawyer or advocate (family's expense) • Question and confront witnesses • Review and challenge evidence • Present their own witnesses and evidence.
6. Witness Permissions	If a witness is a minor, the school must have written parental permission for them to testify.
7. Hearing Officer	The Board's designee or a designated hearing officer will oversee the hearing, make rulings, and maintain an audio/video recording.
8. Findings & Decision	The hearing officer will make written findings and recommendations. The decision will be sent to the family in writing and placed in the student's permanent record.
9. Family Absence	If the family does not attend and does not request rescheduling, the school may proceed without them.
10. Expulsion Rule	Expelled students cannot reenroll into Pharos Academy at any time.
11. Appeal to the Board	Families may appeal the decision in writing (max 5 pages) within 5 business days. The Board will review the record and act promptly.
12. Further Appeals	If not satisfied, families may appeal to the school's authorizer NYC Department of Education Charter. If still not satisfied, they may appeal to the New York State Board of Regents.

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Alternative Instruction

At Pharos Academy, students who are suspended still have the right to receive instruction so they can remain on track toward grade promotion or graduation.

When Alternative Instruction is Provided

- Any suspension (in-school or out-of-school) of one day or more will include alternative instruction.
- Any suspension of less than one day will also include alternative instruction if the student has not yet received 180 minutes of instruction that day.

Length and Quality of Instruction

All students, grades K–12, will receive 3 hours (180 minutes) of live instruction from qualified staff each day during suspension. Instruction will begin as soon as possible after the suspension starts.

Instruction will include all assigned homework /Tests and quizzes/ Curriculum content needed to keep pace with the student's class

Scheduling Instruction

Session	Time
Morning Session	8:00 AM – 11:00 AM (parent pickup required at 11:00)
Afternoon Session	12:00 PM – 3:00 PM (parent pickup required at 3:00)

The school will assign the session time and communicate it to families.

Attendance

- If a student does not attend their scheduled alternative instruction session, they will be marked absent.
- If the school does not offer alternative instruction, the student cannot be marked absent.

Expulsion Cases

If a student is expelled, alternative instruction will be provided:

- For a reasonable period of time, or until the student enrolls in another accredited school or program, as required by law.
- If the expulsion occurs close to the end of the school year, instruction will be provided until the last day of that school year.

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Multiple Suspensions Policy

Pharos Academy is committed to maintaining a safe, respectful, and productive learning environment. While we believe in providing opportunities for students to learn from mistakes, repeated serious misbehavior will result in escalating consequences to protect the safety and integrity of the school community.

Escalating discipline is intended to encourage behavioral improvement, reinforce accountability, and protect the safety of the school community. This policy ensures that repeated disruptions or unsafe behaviors are addressed seriously while still providing opportunities for intervention before expulsion.

Policy Statement:

1. Escalation from In-School to Out-of-School Suspension
 - Any student who receives three (3) in-school suspensions within the same school year will automatically receive a five (5) day out-of-school suspension for the fourth offense.
2. Repeated Out-of-School Suspensions and Expulsion Consideration
 - Any student who receives four (4) out-of-school suspensions within the same school year will be subject to expulsion consideration.
 - The decision to pursue expulsion will be based on:
 - The nature and severity of each incident
 - The student's overall discipline record
 - Any efforts made to address the behavior through interventions or restorative approaches

Process:

- Parents/guardians will be notified in writing and by phone each time an in-school or out-of-school suspension is assigned.
- After the second in-school suspension, a Behavior Intervention Meeting will be held with the student, parents/guardians, and school staff to create a plan to prevent further incidents.
- After the third in-school suspension (triggering the 5-day out-of-school suspension), a Re-Entry Meeting will be required before the student returns to school.
- If the student reaches four out-of-school suspensions, a formal expulsion review hearing will be scheduled with the Executive Director and/or Board designee.

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Multiple Classroom Removal Policy

Pharos Academy is committed to maintaining a safe, respectful, and productive learning environment. While we believe in providing opportunities for students to learn from mistakes, repeated classroom removals from the same class indicate persistent disruption or unsafe behavior that must be addressed more seriously.

Escalating discipline is intended to encourage behavioral improvement, reinforce accountability, and protect the integrity of the learning environment for all students. This policy ensures that repeated classroom removals are addressed in a consistent and fair manner, while still providing opportunities for intervention before more serious consequences are applied.

Policy Statement:

1. Escalation from Classroom Removals to In-School Suspension
 - Any student who is given an official classroom removal from the same class three (3) times within the same year will automatically receive one (1) in-school suspension for the fourth offense.
2. Tracking and Monitoring
 - Administration will track the number of removals from each class to ensure accurate enforcement of this policy.

Process:

- Parent/Guardian Notification: Parents/guardians will be notified by phone and in writing each time a student is given an official classroom removal.
- After the Third Removal:
 - A Behavior Intervention Meeting will be scheduled with the student, teacher, and a member of the school's culture or administrative team to address the behavior and set clear expectations.
- After the Third Removal (Triggering the In-School Suspension):
 - The student will serve one (1) in-school suspension.
 - A Re-Entry Meeting will be required with the student, parents/guardians, and school administration before returning to the regular class schedule.
- Persistent Behavior:
 - Continued removals from multiple classes or repeated violations after intervention may lead to additional consequences, including short-term suspension or expulsion consideration, depending on severity.

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Social Media/ Texting/ Cyber Bullying

Social Media, Texting, and Cyberbullying Policy

Pharos Academy is committed to creating and maintaining a safe, respectful environment for all members of our school community. Cyberbullying and harmful online behavior—whether on school grounds or off—can have a serious impact on student well-being, safety, and the learning environment.

Definition of Cyberbullying and Harmful Online Conduct

Cyberbullying includes, but is not limited to:

- Sending, posting, or sharing negative, harmful, false, or mean content about someone via social media, text message, email, or other online platforms.
- Creating fake or anonymous accounts to impersonate, harass, or embarrass others.
- Posting images, videos, or personal information without consent in a way that causes harm.
- Engaging in group chats or threads that promote threats, rumors, harassment, or intimidation.

Behaviors Covered by This Policy

The following behaviors are prohibited and will be addressed as Level 3 Infractions:

- Creating fake, anonymous, or impersonation accounts targeting students, staff, or the school.
- Posting harmful, harassing, or threatening content about any student, staff member, or the school community.
- Following, liking, sharing, or reposting harmful content or accounts (even if the student did not create the original post).
- Participating in group chats or threads that promote harmful comments or harassment.

Consequences for Level 3 Infractions:

- Short-Term Suspension (1–10 days)
- Parent/guardian notification and conference
- Removal from school activities and privileges
- Required participation in restorative or educational sessions on digital citizenship

Persistent or Severe Cyberbullying

If cyberbullying is severe, repeated, or causes significant harm to the victim or school environment, or if a student persistently engages in following, liking, reposting, or joining harmful activity:

- The infraction will be reclassified as a Level 4 Infraction.
- Possible Consequences:
 - Long-Term Suspension (more than 10 days)

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- Expulsion from Pharos Academy

Jurisdiction

- This policy applies to conduct on school grounds, at school-sponsored events, and off-campus conduct (including online activity) when it causes or is likely to cause a substantial disruption to the school environment or threatens the safety of students or staff.

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Pharos Academy Behavior Probation Policy

Pharos Academy operates a Behavior Probation Program as a formal intervention for scholars whose behavior demonstrates ongoing concerns that have not improved despite prior warnings, consequences, or support.

The purpose of behavior probation is to:

- Provide a structured opportunity to reflect, reset, and demonstrate improved behavior.
- Maintain accountability within a supportive framework.
- Protect the integrity of the learning environment.

Reasons for Being Placed on Behavior Probation

Reason	Examples
Reason for being placed on probation	1. (15) – Infraction Level 1+ 2 infractions 2. (3) – Infraction Level 3 infractions 3. (1) – Infraction Level 4 or 5 infractions 4. (5) or more violations of cellphone policy (repeated violations) 5. (10) or more violations of uniform non-compliance
Out-of-School Suspension	Any scholar who receives an out-of-school suspension is immediately placed on behavior probation, regardless of current infraction points.
Level 3 or Higher Infractions	Any Level 3+ infraction can trigger probation placement, depending on severity and frequency.

Behavior Probation Guidelines

Rule / Process	Details
Length of Probation	One full calendar year from the date of the incident that triggered probation.
Appeals	Scholars and their guardians may request an appeal after a documented period of demonstrated improvement. Appeals are reviewed by school leadership.
Upperclassmen Restriction	12th graders cannot appeal behavior probation and will remain on it for the full year.
Loss of Privileges	While on probation, scholars lose access to: - Sports teams & events - School dances - Field trips - Prom - Senior trip - Participation in graduation or moving-up ceremonies
Monitoring	Scholars on probation will be closely monitored by school administration and culture teams, with progress checks and documented behavior reviews.

Improvement is Expected – Probation is an opportunity to demonstrate consistent positive behavior.

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Folding Knife/ Razor Blade Policy

At Pharos Academy, the safety of our students, staff, and school community is our highest priority. Possession of any type of folding knife, razor blade, box cutter, or similar cutting instrument on school property, at school-sponsored events, or during travel to and from school is strictly prohibited.

Possession of dangerous objects, even if there is no intent to use them, undermines the safety, trust, and sense of security of the school environment. This policy ensures that all members of our community can learn and work without fear of harm.

Policy Statement:

- Carrying or possessing a folding knife, razor blade, or similar cutting instrument will be treated as a serious threat to the safety of the school community.
- Such possession will be classified as a Level 4 Infraction under the Pharos Academy Code of Conduct.
- The item will be immediately confiscated by school administration and, if necessary, referred to law enforcement.
- The student will be removed from the school environment immediately to ensure the safety of others.

Consequences:

- A Level 4 Infraction may result in:
 - Long-Term Out-of-School Suspension (11–20 days)
 - Expulsion from Pharos Academy, as determined by the severity of the incident and the findings of the investigation.
- A re-entry meeting and safety plan may be required if the student is allowed to return to school.

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Intoxication Policy

Pharos Academy is committed to maintaining a safe, healthy, and supportive learning environment. The use or influence of drugs or alcohol has no place in our school community and poses serious health and safety risks to students and staff.

The safety and well-being of every student is our top priority. Because the effects of drugs and alcohol can vary widely and may be life-threatening, immediate medical evaluation is necessary. This policy ensures that students receive prompt care, parents/guardians are informed, and the school community remains safe.

Policy Statement:

- If a student is observed to appear intoxicated or smell of alcohol or drugs while on school property, at a school-sponsored event, or traveling to/from school:
 1. Parents/Guardians will be contacted immediately to inform them of the situation.
 2. Emergency Medical Services (EMS) will be called right away. This is because the school cannot determine what substance the student may have taken or the potential severity of the reaction.
 3. The student will be removed from the classroom or school activity to ensure safety and supervision until EMS and parents/guardians arrive.

Classification & Consequences:

- Being under the influence of drugs or alcohol at school will be classified as a Level 3 Infraction under the Pharos Academy Code of Conduct.
- Level 3 Infractions may result in:
 - Short-Term Suspension (1–10 days)
 - Required re-entry meeting with parents/guardians and school staff
 - Referral to counseling or substance abuse support services before returning to school activities.

PHAROS ACADEMY

Bringing Non-Students to School to Confront or Harm Others Policy

Pharos Academy prioritizes the safety and security of all students, staff, and visitors. Any actions that invite conflict or create a threatening environment will not be tolerated.

Inviting non-students to confront or threaten members of the school community jeopardizes safety, disrupts learning, and undermines trust. This policy ensures that our campus remains a safe and respectful environment for all students and staff.

Policy Statement:

- Students are strictly prohibited from bringing friends, family members, or any non-student individuals onto school property, to school-sponsored events, or in the vicinity of the school for the purpose of confronting, threatening, or fighting another student.
- Such behavior will be classified as gang or group violence under the Pharos Academy Code of Conduct.
- This includes situations where:
 - The intent is to engage in physical conflict.
 - The intent is to verbally threaten, intimidate, or harass another student.
 - The intent is to “talk” to another student in a manner that is confrontational, unsafe, or could escalate into a threat or fight.

Classification & Consequences:

- Bringing individuals to school for the purposes above will be treated as a Level 4 Infraction.
- Possible consequences include:
 - Short-Term Suspension (1–10 days)
 - Removal from school activities and privileges
 - Requirement for a parent/guardian conference prior to return
 - Possible referral to law enforcement depending on severity.

Suspension from Transportation

Students who do not conduct themselves properly on School transportation may have their riding privileges suspended by the Principal or the Principal’s designee(s). In such cases, the student’s families/guardian(s) will become responsible for ensuring that their child gets to and from School safely.

PHAROS ACADEMY

Pharos Academy School Cellphone Policy

To maintain a focused, safe, and distraction-free learning environment, the following rules regarding technology apply to all scholars in Grades K–12.

Phone Storage

- All scholars must place their phones in their assigned storage bin or locked storage device
- Phones remain in cubbies until dismissal unless staff directs otherwise.
-

Prohibited Devices

- The following personal electronics are not allowed during school hours:

Personal laptops	iPads or tablets
Any internet-enabled device	Smartwatches (e.g., Apple Watch)

Devices may be confiscated if seen or used during school hours.

Headphones and earbuds must always remain out of sight.

- Use of personal headphones is not permitted during class, transitions, lunch, or any part of the school day.

Violation Consequences

Offense	Consequence	Additional Actions
1st Offense	Device confiscated	Parents will be notified. Students can pick up device on Monday Only. If confiscated on Monday, students will wait to the following Monday
2nd Offense	Device confiscated	Parents must retrieve the item. Items will not be returned to the student.
3rd Offense	Device confiscated	Parent/Guardian must pick up; Scholar is placed on Behavior Probation

Pharos Academy is not responsible for stolen, damaged or lost cell phones, computing devices or portable music and entertainment systems brought onto school grounds. If a cell phone or other electronic device is reported to be stolen, our staff will thoroughly investigate the incident and address any student-related misconduct accordingly. We strongly encourage families not to send their children in grades K-5 to school with cell phones.

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Refusal to Surrender Phone Policy

At Pharos Academy, our cell phone policy exists to ensure a safe, distraction-free, and focused learning environment. All students are expected to follow staff directions to store or surrender their phone or other prohibited device when requested.

Refusing to give up a phone or other prohibited device when instructed is considered insubordination (deliberate refusal to follow a reasonable staff directive) which disrupts the school environment and undermines safety and accountability.

Policy Statement

1. When a student is asked by an authorized staff member to surrender a phone or other prohibited device, they must comply immediately.
2. Failure to comply will be documented as Insubordination (Level 3 Infraction) under the Pharos Academy Code of Conduct.
3. Repeated refusal after multiple requests or incidents will result in escalating consequences.

Consequences for Refusal

Offense	Consequence	Restorative Pairing
1st Refusal	Device confiscated; parent/guardian notified; device returned to parent/guardian only	Reflective conversation on school norms and respect for directions
2nd Refusal	Device confiscated; parent/guardian meeting; device returned to parent/guardian only	Restorative conference with staff to address conflict and expectations
3rd Refusal	Short-term in-school suspension;	Re-entry restorative circle to discuss accountability and rebuild trust
4th Refusal or More	Short-term out-of-school suspension for repeated insubordination	Development of behavior improvement plan with family and school team

Restorative Approach

While refusal to comply is a serious matter, Pharos Academy will pair consequences with restorative practices to help students understand:

- Why compliance with reasonable requests is necessary for safety.
- How refusal affects trust and classroom culture.
- How to repair the harm caused by the refusal.

Important Reminders

- This policy applies to any prohibited device, not just cell phones.
- Refusal incidents will be documented in the student's discipline record.
- Repeated refusal can result in placement on Behavior Probation.

PHAROS ACADEMY

Pharos Academy Technology Use & Acceptable Internet Use Policy

At Pharos Academy, technology is a powerful tool for learning, communication, and creativity. We expect scholars to use technology in a way that reflects our school's motto: Anchor Deep in focus, responsibility, and integrity; Lead as Light by using technology to uplift, support, and inspire others—never to harm, distract, or disrupt.

Technology Use Policy

Technology includes, but is not limited to:

- Computers, laptops, tablets, phones, and mobile devices
- The Internet and school networks
- Social media platforms (e.g., Instagram, TikTok, X/Twitter, Facebook)
- Blogs, email, chat rooms, and other online services

This policy applies to ANY use of technology—whether the device is owned by the school or by the scholar—and includes off-campus use and social media activity that:

- Disrupts the learning environment
- Interferes with another scholar's right to learn
- Harms the safety or reputation of the school community

Our expectations are simple:

- BE SAFE – Protect yourself and others online.
- BE APPROPRIATE – Use respectful language and post only appropriate content.
- BE RESPONSIBLE – Follow all rules, respect others' rights, and care for school equipment.

If You Violate This Policy

- You may lose technology privileges.
- You may face additional disciplinary consequences according to the Pharos Academy Code of Conduct.

Monitoring & Filtering

- The school may monitor the use of its technology at any time.
- Filtering software may be used to block inappropriate websites and content.

Damage to Devices

- Pharos Academy reserves the right to charge families a fee for damage to school-owned devices caused by neglect or misuse.

Acceptable Internet Use Agreement

Student use of the Internet at Pharos Academy is a privilege, not a right. As Pharos scholars, you are expected to Anchor Deep by showing focus and discipline when online, and Lead as Light by engaging positively and responsibly in digital spaces.

Prohibited Activities

- Sending, posting, or displaying offensive pictures, obscene language, or harassment, threats, or abuse toward others (cyberbullying).

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- Engaging in activities that promote drugs, alcohol, tobacco, or any illegal acts.
- Posting or sharing personal identifiable information.
- Posting or sharing photos/videos without consent.
- Using the Internet for personal financial gain.
- Damaging or disrupting equipment, software, or system performance.
- Using another person's password or account.
- Posting anonymous messages or using a false identity.
- Accessing, deleting, or altering files that do not belong to you.
- Downloading or printing files/messages with profane or obscene content.
- Playing unauthorized games on school devices.
- Hacking, piracy, or tampering with hardware/software.
- Using the Internet for any illegal activity, including copyright violations.
- Allowing a device to become infected with viruses or other harmful software.

Consequences for Violation

- Loss of Internet or technology privileges.
- Additional disciplinary action in line with the Pharos Academy Code of Conduct.
- Social media behavior that violates this agreement or the Bullying Policy is also subject to discipline, even if it happens off campus.

Technology Use Summary

Allowed	Not Allowed
Using school devices for research, assignments, and approved projects.	Cyberbullying, harassment, or threats.
Communicating respectfully with peers and staff online.	Accessing or sharing inappropriate content.
Accessing only teacher-approved websites and educational resources.	Using someone else's account or password.
Protecting your passwords and personal information.	Posting images, videos, or personal information without permission.
	Hacking, piracy, or damaging school technology.
	Engaging in illegal online activity.

PHAROS ACADEMY

Academic Dishonesty / Plagiarism Policy

Pharos Academy Academic Integrity & Honor Code

At Pharos Academy, we expect all scholars to uphold the highest standards of academic integrity. As members of our community, we Anchor Deep in honesty, responsibility, and personal accountability, and Lead as Light by setting a positive example for peers and contributing to a culture of trust and respect. Every scholar is expected to produce their own work and to neither give nor receive unauthorized assistance. Integrity is essential to preparing for college, career, and life.

Academic Dishonesty: Cheating & Plagiarism

Scholars must be able to perform without cheating, plagiarizing, or copying another person's work. When using sources for papers or projects, proper citations are required to give credit to the origin of information. It is also a violation to improperly assist another student or allow someone to copy your work.

Academic dishonesty harms the individual, the classroom community, and the integrity of our school. Violations will result in both academic and disciplinary consequences in alignment with the Pharos Academy Code of Conduct.

Consequences for Academic Dishonesty

Offense	Consequences
1st Offense	- No credit or zero on the test, paper, or project. - Required to complete the assignment or re-take the test. - Additional or alternative assignment may be given by the teacher. - In-school detention. - Parents/Guardians notified.
2nd Offense	- No credit or zero on the test, paper, or project. - Required to complete the assignment or re-take the test. - Additional or alternative assignment may be given by the teacher. - In-school suspension. - Parent/Guardian meeting - Possible removal from extracurricular activities, special events, or sports for a set period.
3rd Offense	- Out-of-school suspension. - Removal from extracurricular activities, special events, or sports for the remainder of the trimester/season. - Parent/Guardian meeting with the Principal. - Offense noted on permanent record; colleges may be notified. - Behavior Probation
4th Offense	- Superintendent hearing for possible further disciplinary action, up to and including expulsion.

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Artificial Intelligence Policy

We believe in AI for empowerment, not to bypass effort and substitute original thinking. Artificial intelligence tools can be powerful partners in developing creativity, problem-solving, and critical thinking skills. However, they should enhance, not replace, your own thinking. Templates, prompts, or even polished AI writing don't reflect your thinking. Over-reliance can weaken your learning and damage academic integrity. At Pharos Academy, we expect AI to be used ethically, responsibly, and transparently so every student's work truly represents their abilities.

1. Good Uses of AI: Learning with Purpose

- Brainstorm ideas for essays, projects, or creative work.
- Generate outlines or study guides to organize thoughts.
- Practice writing or math—by checking grammar, solving sample problems, or exploring explanations.
- Research quickly, with all AI-generated information verified through trusted sources.
- Learn coding or languages with AI-generated examples, corrections, and feedback.

Treat AI like a coach, not your replacement (player). Always review and reflect on its suggestions.

2. When AI Use Crosses the Line: Understanding Misuse

Using AI in the following ways is NOT allowed:

- Submitting AI-generated text as your own with or without significant personal modification.
- Letting AI complete assignments or projects for you and passing it off as entirely your work.
- Using AI to produce answers during assessments without permission.
- Presenting AI-generated ideas without giving credit and transparency is academic dishonesty and counts as plagiarism.

3. Policy Principles

- Transparency: Always acknowledge AI use in your work.
- Teacher Discretion: Educators decide when AI is appropriate for assignments.
- Academic Integrity: Unapproved AI use can result in consequences such as a lower grade, redo of work, or academic integrity notice.

Summary: AI Use Do's and Don'ts

Allowed Uses (with thoughtful review)	Not Allowed
Brainstorming ideas, organizing notes	Submitting AI text as your own work and thinking
Generating outlines, sample responses, corrections	Using AI during tests without permission
Coding help, grammar check, language practice	Relying on AI for entire assignments
Research starting point (must verify sources)	Hiding AI use (counts as plagiarism)

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Big Myths About Using AI – and the Truth

Students sometimes believe certain myths about using AI for schoolwork. This guide explains why those myths are wrong and how AI misuse can still count as academic dishonesty.

Myth	Truth
If I just change a few words from the AI's answer, it's my work.	Even if you swap out words, the ideas and structure still belong to the AI agent, not you. That's still presenting someone else's work as your own — plagiarism.
If I ask AI to do my homework and I understand the answer, it's okay to turn it in.	The assignment is meant to show your teacher what you can produce independently, not just what you understand. Skipping the process prevents you from practicing and developing your skills.
If AI writes part of my essay, it's fine as long as I write the rest.	You must get permission before using AI for any part of an assignment. Without transparency, you're hiding help that changes the fairness of the work.
I don't need to say I used AI if it's just for ideas.	Even brainstorming ideas with AI changes the creative process. If you don't credit it, it's the same as not citing another person's suggestions or research.
If I copy from AI instead of a website, it's not plagiarism because AI isn't a person.	Plagiarism is about honesty, not just stealing from a person. Passing off any outside source, human or machine, without credit is dishonest.
AI is just like a calculator, so I can use it anytime.	A calculator solves problems in a set way; AI creates full responses, explanations, and ideas. It can replace the thinking your teacher is trying to see, which makes it different and often not allowed without permission.
If AI isn't perfect and I fix mistakes, it becomes my work.	Correcting AI's mistakes doesn't make the core content yours. The main ideas and structure are still AI-generated.

PHAROS ACADEMY

Physical Contact & Staff De-escalation Policy

At Pharos Academy, the safety and dignity of all students and staff is our top priority. We are committed to preventing physical confrontations whenever possible and using only the safest, most respectful strategies to support student behavior.

Appropriate Staff Contact

Physical contact between staff and students is allowed only when it is:

Supportive – a light, non-intrusive gesture to guide, reassure, or protect (e.g., hand on shoulder to redirect, assisting a student who is injured).
Safety-Based – necessary to prevent immediate harm to the student or others (e.g., stepping between students to stop a fight, blocking unsafe movement toward traffic).
Instructional – part of an approved educational activity (e.g., athletic coaching, performing arts direction) with student consent and in line with professional standards.

Physical restraint is never used as punishment or discipline, and seclusion (isolating a student alone in a locked space) is strictly prohibited.

De-escalation First

Before any physical intervention, staff must attempt:

Steps
Verbal de-escalation – calm tone, clear choices, respectful language.
Environmental adjustments – providing space, changing seating, moving the student to a quieter location.
Restorative conversation – engaging the student in problem-solving to defuse the situation.

Only if these strategies are not effective, and there is an imminent risk of harm, should approved physical restraint techniques be considered.

Documentation After Any Restraint

If restraint is used, the staff member must complete a Restraint Incident Report within the same school day.

Parent/Guardian Notification

1. Immediate verbal notification: Parents/guardians will be called as soon as safely possible—preferably within 1 hour of the incident.
2. Written notification: A written report will be sent home within 24 hours of the incident.
3. In-person follow-up: For significant incidents, the school will schedule a parent meeting within 2 school days to review the event, discuss supports, and create a safety plan if needed.

PHAROS ACADEMY

Restorative + Consequence Pairing Policy

At Pharos Academy, our goal is not only to respond to misbehavior, but to help students grow from it. Whenever a consequence is given, we also seek to pair it with a restorative approach so students can take responsibility, repair harm, and rebuild relationships.

This pairing ensures that discipline is both accountable and educational, giving students the opportunity to reflect and make better choices in the future.

What This Means for Students and Families

1. When a rule is broken, school staff will determine an appropriate consequence based on the severity and circumstances.
2. At the same time, staff will identify a restorative approach to address the harm caused and give the student a voice in repairing it.
3. The restorative action will be connected to the specific incident, so the work is meaningful, not just a generic assignment.

Examples of Pairings

Infraction Example	Possible Consequence	Restorative Pairing
Disrespect toward a peer in class	Loss of privilege to participate in next activity	Restorative circle with peer and teacher to discuss impact and rebuild trust
Vandalism of school property	Short-term in-school suspension	Student-led project to repair or beautify the damaged space, plus reflection essay
Disruption during lesson	Class removal for the period	Collaborative problem-solving meeting to agree on new behavior supports
Social media post targeting another student	Short-term suspension	Restorative conference with student, family, and affected party; digital citizenship session

Why We Do This

Pairing restorative actions with consequences allows us to:

1. Address the root causes of the behavior.
2. Teach problem-solving, empathy, and communication skills.
3. Ensure students Anchor Deep in accountability and Lead as Light by making amends.

Commitment to Families

Families will be informed of both the consequences and the restorative approach during notification calls or meetings. We encourage parents/guardians to support students in following through with restorative actions so the learning from the incident is complete.

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Toy Guns and Toy Weapons Policy

At Pharos Academy, the safety and security of our school community is our highest priority. Even toy or replica weapons can cause fear, disrupt learning, and lead to unsafe situations. For that reason, we strictly prohibit all toy weapons and weapon replicas on school grounds, on school buses, or at any school-sponsored event.

Prohibited Items

Students may not bring, display, or possess:

- Toy replicas of any weapon, including toy guns, knives, swords, crossbows, or slingshots.
- Air guns, spring-powered guns, or other devices where the propelling force is air or a spring (including Nerf guns and similar toys).
- BB guns or any device that uses loaded or blank cartridges.
- Explosives of any kind, including fireworks, firecrackers, or homemade devices.

Weapons

For the purpose of school safety, the following are considered as weapons:

- Air guns, spring guns, BB guns, and similar devices. Any other object that launches a projectile using a spring, air, or cartridge, even if designed as a toy.

Consequences

- Toy or replica weapons: Will be confiscated immediately and returned only to a parent/guardian. The student may also face disciplinary action up to and including short-term suspension.
- Possession of a weapon—whether brought by the student or given to them—will result in out-of-school suspension and may lead to expulsion.
- Explosives/fireworks/firecrackers: Possession will result in out-of-school suspension and may lead to expulsion.

Restorative Component

When possible, the school will pair disciplinary action with a restorative approach, such as:

- A restorative conference with staff, parents, and affected students to discuss the impact of bringing the item.
- A safety education session about the risks of weapons and replicas in a school setting.

Important Reminders

- Intent does not change the consequence—bringing a prohibited item “as a joke” or “for fun” is still a violation.
- Students should immediately notify a staff member if they see another student with a prohibited item.

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Due Process and Appeals

At Pharos Academy, students and families have the right to a fair and impartial process when disciplinary consequences are assigned.

Right to a Hearing:

1. The student and/or their parent/guardian will have the right to a fair hearing before the School Principal or their designee.
2. If the school reasonably believes that the safety of the student or others is at risk, the student may be removed from class before the hearing.
3. All efforts will be made to schedule the hearing as quickly as possible.

Right to Appeal

If a student or family disagrees with the disciplinary decision, they may follow the Appeals Ladder below, moving to the next level only if the concern is not resolved at the previous level.

Appeals Ladder

Step	Who to Contact	Contact Information	Notes
1	Pharos Academy Executive Director – Dr. Travis Brown	Email: Travis.brown@pharosacademies.org	Submit appeal in writing, include student name, date of incident, and reason for appeal.
2	Pharos Academy Board Chair – Javier Lopez Molina	Email: Javier.lopezmolina@pharosacademies.org	If the issue is not resolved by the Executive Director, forward your written appeal to the Board Chair.
3	NYC DOE Charter School Office	Phone: 212-374-5419 Email: charteroversight@schools.nyc.gov Complaint Form: https://www.schools.nyc.gov/docs/default-source/default-document-library/charter-school-complaint-form-english	Contact only after school and Board-level appeals are complete.

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Plain-Language Glossary (Pharos Code of Conduct)

Academic Integrity

Doing your own work and giving credit when you use someone else's ideas or words.

Alternative Instruction

School-provided lessons (3 hours a day) for students who are suspended so they don't fall behind.

Appeal

A written request asking the school/Board to review and possibly change a discipline decision.

Behavior Intervention Meeting

A problem-solving meeting (student, family, staff) to figure out why behavior happened and how to prevent it.

Behavior Probation

A formal period (usually one year) when a student's behavior is closely monitored and certain privileges are limited.

Cell Phone/Device Confiscation

When staff take a phone or device that breaks policy. Families may need to pick it up.

Classroom Removal

A student is sent out of class for up to 1–3 days because behavior is stopping learning.

Code of Conduct

The school's rules, expectations, and the steps we take when rules are broken.

Community Service with Reflection

A restorative assignment where students help the school/community and write about what they learned.

Consequence

An action taken after a rule is broken (for example, loss of privileges, class removal, suspension).

Cyberbullying

Harmful behavior online—posting, sharing, or liking content that threatens, harasses, embarrasses, or insults someone.

DASA (Dignity for All Students Act)

New York State law that protects students from bullying, harassment, and discrimination.

Defiance / Insubordination

Refusing to follow reasonable directions from school staff.

Disciplinary Levels (1–5)

How serious a behavior is, from lower-level (Level 1) to very serious or dangerous (Level 5).

Disruption / Disruptive Behavior

Actions that interrupt teaching, learning, or school activities.

EMS (Emergency Medical Services)

911 medical help called when a student's health or safety may be at risk (e.g., suspected intoxication).

Expulsion

Permanent removal from Pharos Academy, after a formal process.

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Fake/Anonymous Account

An online profile used to hide identity. Using one to target others violates policy.

Gang/Group-Related Behavior

Bringing non-students to school to confront or harm others, or organizing group threats/violence.

Harassment / Discrimination

Words or actions that target someone based on identity (race, gender, disability, etc.) or that seriously bother or threaten them.

Hearing (Discipline Hearing)

A formal meeting for long-term suspension/expulsion where evidence is reviewed and the student can respond.

Hearing Officer

The person who runs the hearing and decides the outcome.

Honor Code

The promise to be honest in schoolwork—no cheating, copying, or plagiarism.

In-School Suspension (ISS)

Student is removed from regular classes but completes work in a supervised school setting.

Intoxication

Being under the influence of drugs or alcohol. Parents are called and EMS is contacted for safety.

Jurisdiction

Where the rules apply: on campus, at school events, on buses, and off-campus/online if behavior impacts school.

Long-Term Suspension

A suspension for more than 10 school days, decided through a hearing.

Make-Up Work / Re-entry Work

Assignments, tests, or learning tasks students complete to catch up after a removal or suspension.

Manifestation Determination

A review for students with disabilities to decide if behavior is linked to the student's disability.

Parent/Guardian Notification

How and when families are told about incidents, investigations, and outcomes.

Plagiarism

Using someone else's words or ideas (including AI output) as your own without credit.

Probation Privileges

Activities a student may lose while on behavior probation (e.g., teams, trips, prom, ceremonies).

Reasonable Suspicion (Searches)

Specific facts that lead a school leader to believe a search will find evidence of a rule or law violation.

Re-entry Meeting

A meeting and plan to support a student's successful return after a suspension.

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Restitution

Paying for or repairing damage caused to property—or completing an agreed restorative task.

Restorative Practices

Problem-solving steps that repair harm, rebuild trust, and teach skills (e.g., circles, conferences, projects).

Restorative Circle

A guided conversation where people involved talk about what happened, who was hurt, and how to make it right.

Restorative Conference

A structured meeting with those affected (student, peers, staff, family) to agree on next steps and repair.

Search (Student/Belongings)

A check of a student's items or person by authorized staff when there's reasonable suspicion of a violation.

Short-Term Suspension

A suspension for 10 school days or fewer.

Social Media Misuse

Creating/using accounts or posts to harm, threaten, or harass; following/liking/reposting harmful content.

Threat/Risk to Safety

Words or actions that suggest possible harm to self or others; may trigger EMS, police, and safety planning.

Title IX (Sexual Harassment/Sex Discrimination)

Federal rules that protect students from sex-based harassment and require a specific response process.

Unauthorized Visitors

People not allowed on campus (including students who bring others to confront or threaten).

Uniform Non-Compliance

Not following the school's uniform policy.

Vandalism

Damaging or defacing property on purpose.

Weapons / Dangerous Objects

Items that can cause harm (e.g., folding knives, razor blades, box cutters). Strictly prohibited.

Youth Court / Peer Accountability Panel

A student-led process (when used) where peers help recommend fair, restorative responses.