



**Ebenezer International
Christian Academy**

Hasta aquí nos ha ayudado el Señor - Samuel 7:12

EICA Code of Conduct 2024-25 School Year

900 West 49 Street, Suite 562. Hialeah, Fl 33012

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EICA Student Conduct Philosophy

The Ebenezer International Christian Academy expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. The school believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for School and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect and refuse to tolerate bullying or harassment.

EICA Code of Conduct Overview

EICA staff members seek to maintain orderly conduct among 9-12 students in all EICA programs to create a safe and positive learning environment. Although most programs are delivered online, from time-to-time school-sponsored events are planned, therefore a comprehensive Code of Conduct was written to address the behavioral expectations for students. The Code of Conduct operates in conjunction with the EICA Student Handbook and provides information that both parents/guardians and students should read when entering an EICA program and review annually.

Four levels of behavioral offenses and possible disciplinary responses are listed, followed by additional policies regarding student behavioral expectations. EICA reserves the right to determine appropriate consequences to be imposed upon a student for any infraction of the Code of Conduct, including misconduct not specifically listed. EICA reserves the right to amend the content in this handbook at any time throughout the school year, without notice. EICA also will comply with discipline regulations for students with disabilities in conjunction with Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA).

Policy Against Bullying and Harassment

STATEMENT AGAINST BULLYING AND HARASSMENT. It is the policy of EICA that all its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. EICA will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment as defined herein is prohibited.

Definitions

For this policy, the following definitions shall apply:

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by a student or adult that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- Teasing
- Social exclusion
- Stalking
- Threat
- Intimidation
- Sexual, religious, or racial harassment
- Physical violence
- Theft
- Public or private humiliation
- Destruction of property

Cyberbullying means bullying using technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that one or more persons may access if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property.
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or
- It has the effect of substantially disrupting the orderly operation of a school. **Bullying and harassment** also encompasses:
 - Retaliation against a student or school employee by another student or school employee for asserting or alleging bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 - Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with the intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - Incitement or coercion
 - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system
 - Acting in a manner that has an effect substantially like the effect of bullying or harassment

Cyberstalking as defined in [s. 784.048\(1\)\(d\), F.S.](#), means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or using electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person, and serving no legitimate purpose.

Description of Type of Behavior Expected from Each Student and Employee of EICA

EICA expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and EICA staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

EICA believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

EICA upholds that bullying or harassment of any student or school employee is prohibited:

- a) During any education program or activity conducted by an EICA 9-12 educational institution.
- b) During any EICA school-related or school-sponsored program or activity.
- c) On a school bus of a public K-12 educational institution.
- d) Using data or computer software that is accessed through a computer, computer system, or computer network of an EICA 9-12 education institution, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on EICA property or at a school-related or school-sponsored program or activity: or
- e) Using data or computer software that is accessed at a non-school-related location, activity, function, or program or using technology or an electronic device that is not owned, leased, or used by EICA, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by EICA. or substantially disrupts the education process or orderly operation of an EICA school.
- f) The above section (e) does not require EICA to staff or monitor any non-school-related activity, function, or program.

Each school community is required to implement appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.

Consequences for a Student and Employee Who Commits an Act of Bullying or Harassment

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined by EICA policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC., *The Principles of Professional Conduct of the Education Profession in Florida*.)

Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

A Procedure for Reporting an Act of Bullying or Harassment,

At each school, the principal/instructional leader or the principal/instructional leader's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal/instructional leader or the principal/instructional leader's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal/instructional leader or principal/instructional leader's designee.

The principal/instructional leader of each school shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in-person or anonymously and how this report will be acted upon. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment. A school employee, school volunteer, student, parent/legal guardian, or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official, and who makes this report in compliance with the procedures set forth in this policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely based on an anonymous report.

Procedures for the Prompt Investigation of a Report of Bullying or Harassment and the Persons Responsible for the Investigation

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act.

At EICA the procedures for investigating bullying and/or harassment include:

1. The principal/instructional leader or designee selects a designee(s), employed by the school, and trained in investigative procedures to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.
2. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Everyone (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
3. The investigator shall collect and evaluate the facts including, but not limited to:
 - Description of incident(s) including nature of the behavior, context in which the alleged incident(s) occurred, etc.;
 - How often the conduct occurred.
 - Whether there were past incidents or past continuing patterns of behavior.
 - The relationship between the parties involved.
 - The characteristics of parties involved (i.e., grade, age, etc.);
 - The identity and number of individuals who participated in bullying or harassing behavior.

- Where the alleged incident(s) occurred.
 - Whether the conduct adversely affected the student's education or educational environment.
 - Whether the alleged victim felt or perceived an imbalance of power because of the reported incident; and
 - The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
4. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
- Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - A written final report to the principal/instructional leader.
5. The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.

Scope

A principal/instructional leader or designee will assign a designee(s) that is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of jurisdiction of EICA Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.

The trained designee(s) will provide a report on results of investigation with recommendations for the principal/instructional leader to decide if an act of bullying or harassment falls within the scope of jurisdiction of EICA.

- If it is within scope of jurisdiction of EICA, move to procedures for investigating bullying or harassment.
- If it is outside scope of jurisdiction of EICA, and determined a criminal act, refer to appropriate law enforcement.
- If it is outside the scope of jurisdiction of EICA, and determined not a criminal act, inform parents/legal guardians of all students involved.

Procedures for Providing Immediate Notification to the Parents/Guardians of a Victim of Bullying or Harassment

The principal/instructional leader, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 ([FERPA](#)).

If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal/instructional leader, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the [Unsafe School Choice Option](#)

(USCO) (section 9532 of the Elementary and Secondary Education Act [ESEA] of 1965, as amended by the No Child Left Behind Act of 2001) that states "...a student who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

A Procedure to Refer Victims and Perpetrators of Bullying or Harassment for Counseling

EICA procedure will establish a protocol for intervening when bullying or harassment is suspected or when a bullying or harassment incident is reported. The procedure shall include:

1. A process by which the teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, i.e., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included).
2. A referral process to provide professional assistance or services that includes:
 - a) A process by which school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
 - b) If a formal discipline report or formal complaint is made, the principal/instructional leader or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
3. A school-based component to address intervention and assistance as determined appropriate by the intervention team that includes:
 - a) Counseling and support to address the needs of the victims of bullying or harassment.
 - b) Research-based counseling/interventions to address the behavior of the students who bully and harass others (i.e., empathy training, anger management); and/or
 - c) Research-based counseling/interventions, which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

A Procedure for Including Incidents of Bullying or Harassment in the School's Report of Data Concerning School Safety and Discipline Data Required Under S. 1006.09(6), F.S.

The report must include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report must include, in a separate section, each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy (reported as "unsubstantiated bullying" or "unsubstantiated harassment") with recommendations regarding such incidents (cyberbullying incidents are to be included within the bullying incidents category).

EICA will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes **bullying and harassment** as incident codes and **bullying** as a related element code. The SESIR definition of bullying is systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment or unreasonably interfere with the individual's school performance or participation. The SESIR definition of harassment is any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that

- 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property,
- 2) has the effect of substantially interfering with a student's educational performance, opportunities, benefits, or
- 3) has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

If a **bullying** or **harassment** incident occurs, it will be reported in SESIR with either the bullying or harassment code. If the **bullying** or **harassment** results in the following incidents, the incident will be coded appropriately using the relevant incident code AND the related element code entitled bullying-related. Those incidents are:

- Alcohol
- Arson
- Battery
- Breaking and Entering
- Disruption on Campus
- Drug Sale/Distribution Excluding Alcohol
- Drug Use/Possession Excluding Alcohol
- Fighting
- Homicide
- Kidnapping
- Larceny/Theft
- Robbery
- Sexual Battery
- Sexual Harassment
- Sexual Offenses
- Threat/Intimidation
- Trespassing
- Tobacco

- Vandalism
- Weapons Possession
- Other Major (Other major incidents that do not fit within the other definitions)

Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System.

EICA will provide bullying or harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

A Procedure for Publicizing the Policy Which Must Include Its Publication in the Code of Student Conduct and in All Employee Handbooks

At the beginning of each school year, EICA shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of EICA student safety and violence prevention policy.

EICA shall provide notice to students and staff of this policy through appropriate references within the Student Code of Conduct and employee handbooks, and/or through other reasonable means. EICA shall also make all contractors contracting with EICA aware of this policy.

Each school principal/instructional leader shall develop an annual process for discussing the EICA policy on **bullying** and **harassment** with students in a student assembly or other reasonable format. Reminders of the policy and **bullying** or **harassment** prevention messages such as posters and signs will be displayed.

Authorization: §§ 1002.20, 1002.37, 1006.13, 1006.147, Fla. Stat.

Ref: Florida Department of Education *Revised Model Policy* (April 2016)

Offenses and Disciplinary Responses

Level 1

Level 1 Offenses

Level 1 offenses are acts of misconduct which interfere with the orderly operation of the school or school function. The teacher or staff member who is initially aware of the misconduct will be the first to address it. The student will then be referred to the school administrator for disciplinary action if the misconduct is repeated or becomes more severe. The school administrator will investigate, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention.

| Level 1 Offense | |
|----------------------------------|---|
| Academic Integrity (1st offense) | 1st academic integrity infractions that are considered minor. Refer to Academic Integrity Policy section of the Code of Conduct. |
| Disrespect | A lack of courtesy, or respect, or causing embarrassment or insult to a staff member, student, or guest. |
| Disruptions | Interrupting the learning environment or causing disruption during a school event. |
| Dress Code Violation | Not following standards set for attire at a school event. |
| Other Misconduct | Any minor act of misconduct that interferes with the orderly operation of the school or a school event. This includes use of inappropriate communication. |

Level 1 Disciplinary Response

The staff member or school administrator will take into account the reason for the student infraction and determine an appropriate response. Responses may include, but are not limited to:

- Student warning and reminder of expectations
- Parent/guardian contact
- Documentation of incident in Student Information System
- Loss of privileges, such as school events or clubs
- Loss of Live Lesson tools or live participation rights
- Behavior agreement (written and/or verbal)
- Referral to other staff member (such as counselor, lead or resource teacher, school psychologist, etc.)
- Apology letter
- Temporary suspension from course(s)
- Other consequence deemed appropriate by administration.
- Level 2

Level 2

Level 2 Offenses

Level 2 offenses are more severe or repeated acts of misconduct which interfere with the orderly operation of the school or school function. Level 2 offenses do not directly or seriously endanger the health or safety of others. Once reported, the school administrator will investigate, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention.

| Level 2 Offense | |
|----------------------------------|---|
| Academic Integrity (2nd offense) | 2nd academic integrity infraction. Refer to Academic Integrity Policy section of the Code of Conduct. |
| Attempting/Threatening Harm | While at a school event, attempting to fight or threatening to physically harm another. |
| Misleading/False Information | Intentionally providing false information to a staff member. |
| Open Defiance | Verbal or actual refusal to follow school or class rules, laws, behavior agreement, or the directions of a staff member. |
| Theft (under \$300) | Taking possession of another's property. |
| Vandalism (under \$100) | Malicious destruction of school property or the property of another. |
| Other Serious Misconduct | Any serious act of misconduct that interferes with the safe and orderly operation of the school or a school event. This includes a more serious use of inappropriate communication. |

Level 2 Disciplinary Responses

The staff member or school administrator will consider the reason for the student infraction and determine an appropriate response. Responses may include, but are not limited to:

- Student warning and reminder of expectations
- Parent/guardian contact
- Documentation of incident in Student Information System
- Loss of privileges, such as school events or clubs
- Loss of Live Lesson tools or live participation rights
- Behavior agreement (written and/or verbal)
- Referral to other staff member (such as counselor, lead or resource teacher, school psychologist, etc.)
- Apology letter
- Alternate classroom assignment
- Return or payment of property or damages
- Temporary suspension from course(s)

- Removal from a course
- Loss of partial or full credit on one or more assignments (for Academic Integrity Infractions only)

Level 3

Level 3 Offenses

Level 3 offenses are major acts of misconduct that includes repeated serious disruptions of school order, threats to the health, safety, and property of others, and other acts of serious misconduct. Once reported, the school administrator will investigate, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention.

| Level 3 Offense | |
|--------------------------------------|---|
| Serious Academic Integrity Violation | Refer to Academic Integrity Policy section of the Code of Conduct. |
| Bullying | Refer to Bullying, Hazing, and Harassment section of the Code of Conduct. |
| Assault | Intimidation/Threat of student, his/her will, or the intentional causing of bodily harm to an individual |
| Vandalism (\$100 to \$999) | The willful or malicious destruction of EICA property or the property of others. |
| Disrespect | Conduct or behavior that lacks regard, civility, politeness, and/or courteous consideration. |
| Extortion | Willful or malicious threat of harm, injury, or violence to the person, property, or reputation of another with the intent to obtain money, information, services, items of material worth, or to cause fear. |
| Fighting | Physical contact between two or more students which is harmful, injurious, or disruptive. |
| Possession of Fireworks | Unauthorized possession and/or igniting of fireworks or Firecrackers on EICA property or during a school sponsored event. This includes setting off stink bombs. |
| Smoking/Tobacco Products | The possession, use, distribution, or sale of tobacco products, or items represented to be of said nature. This includes, but is not limited to electronic cigarettes, vapors, and hookah pens. |

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| Physical Aggression on Employee | Willful use of force upon employee or contracted personnel that does not result in bodily injury. |
| Contraband Possession | Possession of contraband material, such as, but not limited to a pocketknife, table or kitchen knife, ammunition, matches, lighter, toy weapons, lasers, etc. at an EICA sponsored event, even if the items are not on display or used to threaten another, and even if the weapon is not considered to be a concealed weapon. |
| Trespassing | Presence at an EICA facility or attendance to a school sponsored event after being directed by an administrator not to attend. |
| Electronic Device Violation | Any violation to the EICA Acceptable Use Policy. |
| Other Extreme Misconduct | Any extreme act of misconduct that interferes with the safe and orderly operation of the school or a school event. This includes extremely inappropriate communication. |

Level 3 Disciplinary Responses

The staff member or school administrator will take into account the reason for the student infraction and determine an appropriate response. Responses may include, but are not limited to:

- Any appropriate response from Level I or Level II
- Parental Contact (mandatory)
- Confiscation of items in violation of policies with or without possible return of item
- Referral to attend another school or program
- Response to the Response to Intervention Team (FLVS Full Time only)
- Warning or recommendation for expulsion
- Report to law enforcement

Level 4

Level 4 Offenses

Level 4 offenses are the most serious acts of misconduct. Any Level 4 act is grounds for expulsion or consideration for a recommendation for expulsion. Major acts of misconduct must be reported right away to the school administrator. Once reported, the school administrator will conduct an investigation, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention, which may result in immediate removal of the student from the school.

| Level 4 Offense | |
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| Extreme Academic Integrity Violation | Refer to Academic Integrity Policy section of the Code of Conduct. |
| Alcohol/Drugs Possession | Possession, use, distribution, transmission, sale, purchase, or being under the influence of drugs alcoholic beverages. Distribution or transmission of alcohol or drugs is defined as delivery of alcohol or drugs to another person without the intent of communal or collective consumption. |
| Weapons Possession | Possession of a firearm, knife, boxcutter, razorblade, explosive, taser, chemical weapon, pepper spray, or any other item that can be used to cause severe bodily harm on another on the property of EICA or during a school sponsored event. |
| Assault/Intimidation/ Threats | Any direct threat, by word or act, to do violence or harm to a EICA employee, contracted personnel, volunteer, authorized adult, or student which creates a fear that the threat could be carried out. |
| Battery | Physical use of force or violence on another on EICA property or during a school sponsored event that is serious enough to warrant the involvement of law enforcement and/or resulting in serious bodily harm. |
| District Technology Violation | Unauthorized access to programs and/or files not expected or intended for student use on a district issued and/or personal device; use of another's username and password; or any use that violates local, state, and/or federal laws and regulations. This also includes manipulating computer data that the student is not permitted to access and/or adjust. |
| Arson | Attempting to or using fire to burn school property or the property of others on and EICA property or during a school sponsored event. |
| Robbery | Taking a possession of another against his/her will during an EICA sponsored event. |

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| Vandalism (over \$1000) | The willful or malicious destruction of EICA property or the property of others. |
| Extortion | Threatening another by physical harm, threat, or reputation to obtain services, money, information, or other items. |
| False Accusation | Falsely accusing an employee of something that may jeopardize his/her certification, reputation, and/or employment. |
| Sexual Harassment | Any slur, innuendo, gesture, image or other written, verbal, or physical contact reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational environment. This includes indecent exposure using electronic devices, such as, but not limited to email or webcams. |
| Sexual Battery | Any sexual act forced on another against the person's will or where the victim is too young or unable to give consent due to mental incapacity. |
| False Report of Destructive Event | A false report of a bomb, explosive, mass shooting, or other harmful event occurring at an EICA property or school sponsored event. |
| Other Major Disruption | An act that that significantly disrupts the orderly school environment, harms others, and/or any other case in which an extremely severe act of misconduct takes place at an EICA property or at a school sponsored event. This may include hate crimes, shootings, explosions, and/or severe indecent exposure though use of electronic devices, such as, but not limited to email and webcams. This includes extreme offenses that may not be listed. |

Level 4 Disciplinary Responses

- Any appropriate response from Level I, Level II, or Level III
- Parental contact (mandatory)
- Expulsion from the EICA School

Academic Integrity

Academic integrity is one of the core values at EICA and its county virtual schools. When academic integrity is maintained, students will make decisions based on values that will prepare them to be productive, meaningful, and ethical citizens.

What is academic integrity?

Academic integrity means that all work you submit is created by you and is an original representation of your work. It means that what you submit is your own work. According to *The School for Ethical Education*, academic integrity can be defined by honest academic work where:

- The ideas and the writing of others are properly cited.
- Students submit their own work for tests and assignments without unauthorized assistance.
- Students do not provide unauthorized assistance to others; and
- Students report their research or accomplishments accurately.

Why is academic integrity important?

- You are earning credit for learning material for which you have not demonstrated mastery.
- You may be violating the law.

Academic Integrity: An Overview

EICA takes the integrity and authenticity of student work very seriously. Do not cut, copy, or plagiarize internet content or the work of your online classmates. EICA instructors utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing the internet content could result in removal from your course.

Academic integrity is the cornerstone of learning at EICA. Because of its preeminence in all our instruction, there are a variety of tools that we use in ensuring the integrity of student work. Among these tools are:

1. Plagiarism Detection Tool
 - a) This internet tool compares student work against a variety of databases. The EICA Learning Management System is now integrated with Plagiarism Detection System and most work is automatically uploaded to the system. This database compares students' work against other students' work, as well as work found on the Internet.

2. Academic Integrity Database

- a) EICA maintains its database of student integrity incidents. This database is used to monitor the number of student integrity issues.

3. Teacher Expertise

- a) EICA instructors have extensive classroom experience. Their expertise is often a guide in identifying the level of originality in student work.

4. Discussion-based Assessments (DBAs)

- a) To ensure comprehension and integrity, each course contains built-in assignments designated to be completed verbally during a discussion between a teacher and student. A student who does not complete and pass every DBA in the course is ineligible for course credit. Additional discussions may be conducted randomly throughout the course to assess mastery of content and authenticity of student work.

5. Proctored Exams

- a) EICA may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade of 59.5 percent or higher) on the first attempt for a student to be eligible for course credit.

6. Random Proctored Exams

- a.) Students may be randomly chosen to take a proctored segment exam.

7. Academic Integrity Hotline/Email

- a) Community members, school counselors, parents, and students can call or email to report any academic integrity-related issue anonymously.

Academic Integrity Contact

305-792-8242 or info@eicaschool.com

What are the consequences of failing to maintain academic integrity in an EICA class?

A variety of consequences will be administered if you fail to maintain academic integrity in your course. These consequences range from a reduced score on an assignment up to expulsion from EICA coursework for up to one year. Additionally, final grades may be rescinded if you are found to have copied or plagiarized after the grade has been posted to your transcript. See the Matrix below.

Failure to identify an academic integrity violation early in a course does not preclude the student from advanced consequences, which could include retaking proctored final exams for the original grade to remain on the transcript.

Academic Integrity: Roles and Responsibilities Student

The student's role at Ebenezer International Christian Academy is to learn to the best of his/her ability. Therefore, students should expect to take age-appropriate individual responsibility for their learning, such as applying themselves to their studies in a focused and severe manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their interests, improving areas of academic weaknesses, and always capitalizing on strengths—and completing their work and upholding the principles of the EICA Academic Integrity Policy.

Students are responsible for submitting and protecting their own original work.

EICA students will maintain academic integrity in their EICA classroom by:

- Reading and signing the academic integrity statement and completing an academic integrity module as part of the enrollment process.
- Participating in a welcome call that includes components of our academic integrity program.
- Participating in discussion-based assessments and following the required FLVS protocol as part of each course. EICA protocol stipulates discussion-based assessments are completed between student and instructor only, free of outside influence, assistance, or disruptions.
- Asking questions regarding academic integrity if they are unsure.
- Safeguarding their own work. Responsibilities include but are not limited to:
 - Students will not share work with any other student
 - Students will not share their username and/or password
 - Students will utilize a USB drive to save work instead of a shared computer
 - Taking a proctored segment exam when asked to do so.

Parents/Guardians

Parents/Guardians are our partners in supporting student learning and play a key role in their student's success in any learning environment, even more so at EICA. Parents/guardians monitor student work to ensure EICA Academic Integrity Policy compliance.

Parents/Guardians of EICA students will help maintain academic integrity in the EICA classroom by:

- Reviewing and signing the academic integrity statement as part of the enrollment process

- Participating in a welcome call that includes components of our academic integrity program
- Ensuring that their student's work is authentic and original
- Ensuring that EICA protocol regarding discussion-based assessments is adhered to, as referenced above in student responsibilities.
- Understanding the student's proctored segment exam requirements. Failure of a student to take and pass a segment exam with a proctor will result in the removal of the course with a failing grade.

Teachers

The subject-specific teacher is the primary contact for students and parents/guardians about subject-specific questions. These teachers are qualified to provide instructional intervention strategies as needed and to handle the following instructional questions:

- Curriculum or materials
- Course scope and sequence
- Modification of assessments for students with documented special needs
- Testing
- Grading and progress reports
- Help with a particular assessment or concept

Teachers proactively monitor each student's progress using our Student Information System and Learning Management System and through regular contact via phone, texting, email, and synchronous Live Lessons. Teachers score assessments and provide feedback on the student's performance through formal means (assessment grades, comments, and regular progress reports) and informal means (phone calls and online communication). Teachers provide instruction differently depending on a student's needs and grade level. Generally, students will have a different subject-specific teacher for each course.

EICA Teachers will uphold academic integrity in their classroom by:

- Acting as a resource for student questions.
- Submitting various assignments using the plagiarism detection tool.
- Submitting EICA academic integrity incidents when applicable.
- Collaborating with the Academic Integrity team member and/or Instructional Leader for any academic integrity concerns.
- Verifying student mastery of content through discussion-based assessments and authentic assessments.
- Participating in required training or staff development.
- Including academic integrity resources on announcement pages and welcome calls.

School Administrators

The school administrator is responsible for the school's administration and ensuring that students are provided with the support and assistance they need following EICA standards of excellence. For any concerns or comments, your school administrator's contact information can be found on the front page of your course website.

EICA school administrators will help maintain academic integrity in the EICA classroom by:

- Supporting academic integrity in each course they oversee.
- Ensuring that all teachers participate in academic integrity initiatives.
- Supporting the administration of consequences.
- Support the Academic Integrity Manager, Investigator, and the Instructional Staff.

Customer Grievance Procedures (how to voice your concerns)

EICA is committed to providing personalized instruction for every student. These are our core beliefs:

- Every student is unique, so learning should be dynamic, flexible, and engaging.
- Studies should be integrated rather than isolated.
- Students, parents, community members, and schools share responsibility for learning.
- Students should have choices in how they learn and present what they know.
- Students should be guided with school and career planning.
- Assessments should provide insights into student progress and instruction and curriculum.

Every staff member at EICA is committed to providing the most engaging experience possible. However, there may be times when a student, parent, or legal guardian may have a concern. Most problems can be solved if the student or parent/guardian speaks directly with the instructor or staff member involved.

If a student feels uncomfortable speaking with his/her instructor, our Customer Care Representatives are available to serve you. They can be reached at 305-792-8242. Our Customer Care Representatives will forward your concern to an appropriate member of our instructional support team. This team consists of School Counselors and School Administrators, among others.

The principal will make every effort to resolve your concern. If a solution is not found, you (or your representative) may file a grievance. The written grievance should contain the following information:

- Name of the student
- Name of the instructor or staff member

- Date of the grievance, dispute, or dissatisfaction
- Desired outcome

The grievance should be addressed and submitted to the Director over Academic Integrity. If the Director of Academic Integrity cannot resolve the disagreement, the grievance will be forwarded to the Executive Director of EICA. The decision of the Executive Director of EICA is final and shall be given to the customer in writing within 72 hours. The Board of Trustees of EICA will be informed when an issue arises from the grievance that may affect EICA policy and/or community relations.

Implementation of this procedure does not prevent EICA from taking any necessary action to protect an individual from physical or mental harm, neglect, or abuse.

Acceptable Use Policy

Internet access is required for all EICA students, but access must be used responsibly, safely, efficiently, ethically, and legally. With expanded access to electronic information, the availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information.

Although it is impossible to control such misuse, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. We especially appreciate partnering with parents to teach responsible Internet use. Please review the following netiquette rules and EICA expectations carefully:

- Like in a traditional school building, students are responsible for good behavior on the EICA network. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language. ([s. 847.001, F.S.](#) Obscene Literature; Profanity).
- We take the integrity and authenticity of student work very seriously at EICA. Do not cut, copy, or plagiarize Internet content or the work of your online classmates. EICA instructors do utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing Internet content could result in removal from our courses.
- Security is a high priority, especially when the system involves many users. If you identify a security problem in the school's computers, network, or Internet connection, notify a system administrator.
- It is illegal to create harmful computer viruses. ([s. 815, F.S.](#) Computer-Related Crimes).
- Email is not private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.
- Beware of emails from anyone, particularly adults you don't know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher or other EICA School employee of any message you receive that is inappropriate or makes you feel uncomfortable.

- Emails with your online classmates should be course-related. It is prohibited to send unsolicited- academic emails to your online classmates.
- Email addresses or Live Lesson log-in names that use profanity or may be construed as offensive shall not be permitted for EICA correspondence. EICA administration reserves the right to determine if student email addresses are inappropriate. When necessary, students will be asked to use an alternative email address or may be refused participation in EICA courses.
- Protect your password. Keep it secret from anyone except your parents.
- Inappropriate Texting/Messaging: Photographs or videos sent via computer, cell phone, or any other electronic device that depict nudity or any other inappropriate content are prohibited (s. 847.0141, Sexting).
- Dress Code Policy: When attending any meeting or student gathering affiliated with EICA (virtual or face-to-face), clothing that exposes underwear or body parts in an indecent or vulgar manner or disrupts the orderly learning environment is not permitted.
- EICA assumes no responsibility for phone charges, line costs, or usage fees for connectivity to the Internet.

EICA School administrators will cooperate fully with local, state, or federal officials in any investigation of illegal activities conducted through Internet access. If there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and an opportunity to present an explanation. Any violations by the student or parent/guardian may result in removal from EICA course(s) and other disciplinary or legal action.

Civility Code

To maintain an orderly, respectful, and secure virtual educational environment, all students, parents/guardians, teachers/staff, and other stakeholders must maintain respectful interactions and adhere to the expected civil conduct. EICA provides personalized learning solutions for all students, and a positive partnership between all students, parents/guardians, faculty, and staff is vital in this process. To ensure that we are all focused on student learning and helping students reach their full potential, we ask that all parties always conduct themselves respectfully and orderly.

No person shall:

- Use profanity or make threats toward school staff or other students in any verbal or written communication.
- Intentionally cause any physical/emotional harm toward another person or threaten to do so.
- Intentionally damage or destroy any school property (both physical and electronic) or the property of any student, faculty, or staff member.

- Disrupt the orderly conduct of classes, school programs, or other activities.
- Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, age, gender, sexual orientation, or disability.
- Refuse to comply with any reasonable request of identifiable school officials performing their duties.
- Willfully incite others to commit any acts prohibited by law.
- Violate any federal or state statute.

Due Process

All students enrolled in EICA are expected to conduct themselves in accordance with the rules for the school, and parents are expected cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this handbook. School students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

1. Suspension (no more than ten days)

- An informal hearing will be convened with the student, parent, school principal, and other staff members as appropriate. At this hearing, the student will be provided all due process as required by law. The school principal will inform the student and parent of the charges. If the student does not admit to the charges, the evidence will be explained to him/her. The student can present his/her version of the occurrence. If the school principal determines that the occurrence justifies suspension, a written notice will be sent to the student and parent.

2. Suspension of an additional ten days, or an expulsion

If a principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for up to 10 days, pending a hearing. During this time, the principal will request a board hearing to discuss the possible expulsion of the student. The parent(s) will be notified of due process rights, including the right to appear at the board hearing and present the student's side of the case. The parent(s) will be notified of the date, time, and place of the hearing at least five days before the hearing.

The chief administrative officer of the sponsoring school district must approve the decision and may authorize a formal expulsion hearing. The district will convene this hearing and include the student, parent, school principal, and other staff members as appropriate. At this hearing, the charges will be reviewed, and if the charges are not admitted, the student and parent shall be provided with an explanation of the evidence. The student can present his/her version of the occurrence. The hearing officer appointed by the Board of Trustees will determine the

expulsion or recommend an alternative. Hearing requests must be made within five school days, or the chief administrator will take final action.

Due Process for Parents

Parents/guardians who believe their student(s) may have been subjected to inappropriate behavior by anyone affiliated with EICA should immediately contact the school leadership or EICA Professional Standards at 305-792-8242 to report any concerns. The next steps for Due Process will come from EICA Professional Standards.

Disciplinary Action for Students with Disabilities

Students with disabilities are not exempt from consequences for violations of the code of student conduct. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a documented disability (IDEA or Section 504) and violates the code of student conduct. Suppose it is determined that the behavior is a manifestation (result) of the student's disability. In that case, the consequences outlined in the student code of conduct may be deemed inappropriate. Consideration will be given to implementing strategies and supports that will reduce the likelihood that inappropriate behavior occurs in the future and encourage more socially acceptable behaviors within the school setting.

In cases of severe violations of the district's code of student conduct, school personnel may remove and place such student in an interim alternative educational setting for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school district.
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the school district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

Suspension and Expulsion

Suspension

When a student is suspended, he/she is temporarily removed from class (the Learning Management System) or a school-sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing.

During a suspension period, as defined by the school principal, a student's permission to log on to and/or use parts of the Student Information System and Learning Management System is restricted.

Student access to both systems may be revoked. In such cases where the student's access is completely revoked, the parent/guardian is responsible for logging on to the Learning Management System and obtaining the student's assignments, responding to emails, and recording assessment responses for the student. The student should continue with his/her schoolwork during a suspension.

Expulsion

If a student enrolled in EICA violates any provision and/or expressed rule in the Student Parent Handbook or Student Progression Plan, EICA reserves the right to initiate pre-expulsion hearings to determine probable cause. If EICA determines the student may be expelled, the legal guardian may request an appeal by contacting EICA Professional Standards at 305-792-8242

When a student is expelled, he/she is separated from the school for an extended period, or permanently, for disciplinary reasons. An expulsion will be documented in writing.

Violations that may lead to expulsion include but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for students designated as exceptional follow all appropriate state and federal policies, regulations, and laws.